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AUTHOR Guralnick, Michael J.; Weinhouse, Ellen
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ABSTRACT

Existing assessment instruments (N=54) containing items in the area of early child-care social development were examined in terms of their usefulness with regard to intervention oriented assessment for handicapped children. Tests included four major types: early childhood, social behavior, criterion referenced, and clinical tests. The frequency, consistency, compatibility with developmental knowledge, and diversity of peer related test items were evaluated for individual content areas including social participation, cooperation, aggression, and friendship. Psychometric and item administration properties of tests were also evaluated. Results indicated major inadequacies for all dimensions investigated. Recommendations were made for future test development in the areas of peer relations. A sourcebook accompanying the documents presents charts of social and clinical items with peers, noting situations, scoring, and status of each item. (CL)

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Child-Child Social Interactions:
An Analysis of Assessment Instruments
for Young Children

Michael J. Guralnick
Director, The Nisonger Center
Professor of Communication and Psychology
The Ohio State University
Columbus, Ohio

and

Ellen Weinhouse
Research Associate
The Nisonger Center
The Ohio State University
Columbus, Ohio

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Guralnick

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Abstract

Existing assessment instruments containing items in the area of early child-child social development were examined in terms of their usefulness with regard to intervention oriented assessment. The frequency, consistency, compatibility with developmental knowledge, and diversity of peer related test items were evaluated for individual content areas including social participation, cooperation, aggression, and friendship. The psychometric and item administration properties of tests were also evaluated. Results indicated major inadequacies for all dimensions investigated. Recommendations were made for future test development in the area of peer relations.

Child-Child Social Interactions:
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Recent research has clearly revealed that the ability to establish successful peer relations constitutes a crucial yet often neglected dimension of a young child's developing social competence. Although embedded within a social network and subject to its many powerful influences, it now appears that early peer relations contribute significantly and uniquely to the development of many forms of social and communicative competence, and may even be capable of promoting certain aspects of cognitive development (Hartup, 1976, 1978; Lewis & Rosenblum, 1975; Mueller, 1979). Moreover, the now extensive literature in this area has carefully documented the developmental course of peer relations and has identified the cognitive and communicative prerequisites and correlates of peer related social development (see Field, 1981; Guralnick, 1981a; Mueller & Vandell, 1979; and Rubin & Pepler, 1980, for reviews). The ability to respond in a reciprocal fashion, to take turns, to initiate interactions, to maintain social contact under difficult circumstances, to resolve conflict in a reasonable manner, and to gain entry to an established playgroup are only a few of the many and complex tasks confronting young children. Equally complex is the necessity to adapt these skills to emerging rule structures of playgroups and to develop discourse skills sensitive to varied and often uncertain social situations.

In view of the complexities of the peer interaction process, it is not surprising that many otherwise normally developing children experience difficulties in establishing peer relations. For example, a substantial subgroup of children are considered socially withdrawn, failing to initiate or respond adequately to their peers (Conger & Keane, 1981). As a consequence, a range of both peer-mediated and adult-mediated intervention programs have been developed (Hops & Greenwood, 1981; Strain & Fox, 1981).

Although much of the work in this area has been concerned with socially withdrawn children, it is young handicapped children who appear to be especially vulnerable to peer interaction deficits (Guralnick, in press). Exclusive of children with emotional or behavioral disorders, for whom difficulties in social interactions are the salient and sometimes cardinal feature of the disability, children with other primary handicaps, particularly those with cognitive delays (developmentally delayed children), seem most at risk. Specifically, recent research by Guralnick and Weinhouse (under review) has demonstrated that, in comparison to normally developing children at similar developmental levels, a substantial proportion of developmentally delayed preschool children exhibit marked deficits in their ability to establish sustained social interactions with other children, a circumstance that does not seem to improve with increasing chronological age. These discrepancies between children's peer related social development and their cognitive levels have also been observed in hearing-impaired preschoolers (Vandell & George, 1981). Although the underlying cause of this deficit is probably related to many aspects of a child's social network, the developmental consequences of inadequate peer relations are no less significant. Of special note is the fact that the success of mainstreamed programs hinges prominently on a child's peer related social behavior (Guralnick, 1981b).

In view of the significance of peer relations and the potential deficits in this area for many handicapped children, a system to assess peer related social interactions compatible with the design and implementation of intervention strategies should be an essential component of all early intervention programs. Ideally, the initial broad-based assessment of peer interactions for the purposes of intervention should serve the following functions: (1) identify or confirm suspected peer social deficits; (2) estimate the severity of any deficit; and (3) provide a developmental framework that can guide the teacher/clinician both in planning broad goals for intervention and in identifying additional observations and information that are needed to specify more precisely the social and communicative behaviors that will be selected for intervention (Guralnick, in press). Of course, all of these functions do not necessarily apply to all types of assessment instruments, such as clinical evaluations or many forms of criterion referenced assessments. However, there are numerous early childhood developmental assessments or instruments designed exclusively to measure social development for which all three functions are appropriate.

There are suspicions, however, that existing assessment instruments may not be fulfilling these functions adequately. For example, interest in and recognition of the importance of child-child social interactions is a relatively recent phenomenon. As a result, even the more current instruments may not have included a sufficiently wide range nor developmentally appropriate number of peer related items. In fact, the selection of items that can provide a useful developmental framework continues to pose difficulties for the field in general. Specifically, there seems to be an overreliance on simple interaction frequencies to identify children with problems in peer relationships, but there is no evidence for the long-term consequences associated with these rate measures and there is little correlation with other measures of social competence (Asher, Markell, & Hymel, 1981). These issues have been paralleled by concerns that developmental factors are not sufficiently incorporated into the design of intervention programs for promoting social development (Furman, 1980).

Accordingly, we examined existing assessment instruments containing peer-peer items and evaluated them in relation to the functions of intervention oriented assessment. Available tests were first categorized as being primarily social, general early childhood, criterion referenced, or clinical instruments. All peer related items were then extracted and subjected to a variety of analyses. Of special interest were the social dimensions and content areas of peer interactions selected by test developers for assessment, their number and diversity, the consistency of the developmental sequences within and across tests, and the psychometric and test administration properties of the instruments.

Method

Sources of Tests

Assessment instruments focusing on the 0-6 year age range for both handicapped and nonhandicapped children were identified from a wide range of sources. Included in this search were basic publications in the field, including compendiums such as Buros' (1978) or Johnson's (1976) handbooks, more narrowly focused listings on socioemotional assessment such as that provided by Walker (1973), and general publications directed to early childhood assessment (e.g., Goodman & Driscoll, 1980). More informal sources were also probed. These included local publications (e.g, Olion & Rodabaugh, undated; TADS, undated), lists provided by experts in the field, particularly those associated with the Handicapped Children's Early Education Program, and information obtained from advertisements and test publishers. Assessment instruments tied to curricula were also included.

On the basis of descriptive information from these sources, 108 instruments were selected for more extensive review. Any items containing content related to peer interactions were then cataloged for additional analyses. Following this procedure, 621 items from 54 tests were identified.

Test Classification

The 54 tests selected for inclusion in the analyses were then divided into four categories.[1] The first type (N=33) consisted of general Early Childhood tests which were normative or quasi-normative in form, yielding age equivalents for each item. Test content for this group typically included a variety of developmental domains, of which peer related social interactions constituted one part. Examples of assessment instruments included in this category were the Learning Accomplishment Profile, Early Intervention Developmental Profile, Comprehensive Developmental Scale (Memphis), and the Portage Guide to Early Education.[2]

A second category of tests consisted of those designed solely to assess various aspects of Social Behavior (N=6). Most tests in this group were found to be normative or quasi-normative in form. Tests classified here included the Cain Levine Social Competency Scale, The California Preschool Social Competency Scale, and the Vineland Social Maturity Scale.

The third type consisted of a separate group of Criterion-Referenced instruments (N=9). Test items in this category tended to cover a range of developmental areas and items were hierarchically sequenced within each domain. No age equivalents were provided, of course, as the child's progress is measured relative to his or her own performance. Examples of instruments included in this category were the Behavioral Characteristics Progression and the Preschool and Kindergarten Performance Profile.

The fourth and final category consisted of Clinical tests (N=9). In contrast to tests in which items are developmentally sequenced, clinical tests are primarily designed to identify a variety of aberrant or maladaptive behavior patterns. Age equivalents are not appropriate for this type of test, although age comparisons are required for many items. Normative or quasi-normative information is often available as well. Included here were the Psychiatric Behavior Scale, the Devereux Behavior Scale, and the Social Behavior Rating Scale.

Content Categories of Peer Related Items

The pool of test items was then inspected to determine the major dimensions of peer related social behavior that were being evaluated. Based on item similarity, six dominant categories emerged: (1) social participation -- items in this grouping generally corresponded to Parten's (1932) categories which assessed a child's development from isolate-type play to group interactions. Specific categories included onlooker, solitary, parallel, associative, and cooperative play, as well as a category reflecting a subset of group play focusing on games; (2) cooperation -- this category included items related to sharing, turn-taking, borrowing and returning, and general cooperativeness; (3) aggression -- included here were items relating to physical and verbal abuse as well as those containing aggressive acts occurring when claiming or defending ownership; (4) friendship and prosocial behavior -- this category consisted of items related to peer preferences and the prosocial behaviors of sympathy, affection, and helping others; (5) initiating and responding -- included were items related to initiating contacts in play, initiating ideas, giving direction to play, and responding to and imitating others; and (6) miscellaneous -- items not able to be clearly grouped in the first five categories, consisting of verbal expression to peers, competitiveness, and miscellaneous peer related behaviors.[3] To evaluate the reliability of this item classification system, an independent rater categorized half of the total items in accordance with their definitions (see footnote 2). Comparisons with the initial classification yielded 92% agreement.

As described below, this categorization formed the basis for determining the frequency distribution of items across content categories for the different test types, thereby providing an indication with regard to which content areas were considered most significant. It also permitted across test comparisons to evaluate age equivalence agreement for essentially identical items as well as within test comparisons to assess the internal consistency and adequacy of developmental sequences as presented.

Psychometric Properties, Item Scoring, and Item Administration

Analyses of the psychometric properties of the 54 tests containing peer related items as well as an evaluation of the characteristics of individual items, including their administration and scoring, were carried out. Information regarding standardization, test reliability, and test validity obtained from published manuals was used to evaluate the psychometric properties of tests. For the level of analysis of interest, only a dichotomous decision was made as to whether the test did or did not have each of these properties. Very generous and liberal criteria were employed for a positive classification to occur. A test was considered to be standardized, for the purpose of this report, if, as part of test construction, subject samples were included and results presented. This analysis did not consider sample representativeness, sample size, or any other characteristic associated with standardization methods. Similarly, if statistical methods were utilized to assess reliability or validity in the conventional sense (Anastasi, 1971), then the test was considered reliable or valid. However, tests were considered to be valid only if construct or predictive validity measures were included. Again, no effort was made here to evaluate the adequacy of the procedures employed.

More specific information that does consider the qualitative characteristics of individual test items and their potential usefulness in fulfilling intervention related assessment functions was also obtained. First, how items were scored was evaluated in terms of the following four categories: (1) dichotomous -- yes/no, pass/fail, achieve/not achieve type scoring; (2) Likert -- scales with three or more ordered levels, such as "often, sometimes, rarely"; (3) Likert/behavioral -- a Likert scale with accompanying behavioral descriptions, frequently ordered in some way; and (4) qualifying categories -- items tied to references to external conditions such as whether teacher prompting occurred or relative to opportunity available to exhibit behavior.

Scoring of test items was also evaluated in terms of whether or not specific criteria for judging each item were provided for the user. Items were classified as having a scoring criterion if they provided measurable criteria describing the child's behavior in question (e.g., opportunities or trials to be provided). Items for which there was an absence of any quantitative basis for scoring received a negative classification.

Since situational factors can exert considerable influence on the frequency and quality of social behavior (Guralnick, 1981a; Rogers-Warren & Wedell, 1980), the situation or setting in which the behavior was to occur was classified for each item. Four categories of this aspect of item administration were coded: (1) no situation specified -- included instances in which no requirements for observation were indicated as well as checklist or interview items for which no instructions as to how to obtain the information were provided; (2) observation in natural settings -- included instructions to observe spontaneously occurring behaviors, suggestions as to which situations would be appropriate, and recommendations with regard to the duration of observations that would yield accurate information; (3) contrived observations -- included here were instructions to arrange the situation to elicit the social behavior in question by organizing certain materials, bringing peers to the situation, or by instructing adults to behave in some fashion; and (4) no information -- neither the manual nor the item itself provided information as to the situation in which the behavior should be observed.

Results

The frequency of peer related test items distributed as a function of content domain and type of test is presented in Table 1. Inspection of this table reveals that the content category of social participation was of most interest, constituting more than one-third of all items. Within this content domain, assessments of a child's parallel and associative play as well as play in games were emphasized. The cooperation category also received attention from the test developers (21.0%), with the subcategory of sharing cited most frequently. As can be seen, despite a few exceptions, the pattern of results was generally maintained across the non-clinical test types. In contrast to the early childhood, social, and criterion referenced tests, the dominant category for clinical test items was aggression.

Insert Table 1 about here

The extent to which items from different tests established similar chronological age equivalents for items apparently tapping the same peer-peer social behavior was assessed for the early childhood and social tests. Focusing only on the main social participation items, it was immediately apparent that considerable variation existed. Age equivalents in months were as follows: parallel play -- mean=24.3, S.D.=5.6; associative play -- mean=32.5, S.D.=12.0; cooperative play -- mean=48.5, S.D.=9.6. Although the means were properly ordered, the variability within each category was substantial. Moreover, the range of age equivalents for items was often remarkably varied; for parallel play it extended from 10 to 42 months. Part of this variation could be attributed to the ambiguous wording of many items in which test constructors perhaps were intending slightly different variations of the behavior in question, e.g., its emergence as opposed to its being integrated as part of the child's repertoire. Nevertheless, the burden for assessing the intention of a test item should not, of course, be placed on the user of the test.

The number of items per test within each of the peer-peer categories and the number of different content domains assessed per test can serve as a basis for evaluating whether the tests are capable of providing a developmental perspective for each content domain. This analysis was carried out for the three most frequently used content categories in the early childhood tests, and revealed that only nine tests contained six or more social participation items (mean=4.2 items per test). For cooperation, nine tests contained four or more items (mean=2.2) and, for the friendship/prosocial domain, six tests contained three or more items (mean=1.1). Only five tests contained a substantial number of items in all three content domains. Overall, the average number of domains assessed per test was 3.6. Interestingly, for tests classified as primarily social, none contained a substantial number of peer related items.

Closer inspection of tests containing multiple items indicated that despite wide variation from test to test, effort was made in many instances to provide a useful developmental perspective. This was especially the case for the items within the social participation category. For the most part, items tended to follow the sequence outlined by Parten (1932) and subcategories appeared to be treated as belonging to a developmentally ordered dimension consisting of a series of developmental stages that children did or did not achieve by a certain age. It is unfortunate that even these efforts are not in keeping with current knowledge. Recent research has in fact questioned the validity of the stage concept as well as whether social participation can be conceptualized as a unitary, ordered dimension. For example, factor analyses by Roper and Hinde (1978) revealed three independent dimensions, consisting of interactive play, playing alone, and being unoccupied. Other investigators have also cast doubt on the placement and meaning of solitary and parallel play on the Parten continuum (Moore, Evertson, & Brophy, 1974; Rubin, Maioni, & Hornung, 1976; Smith, 1978). Tests that do not reflect these more recent findings are obviously not compatible with current developmental approaches to peer interactions and are thereby likely to be limited in their ability to adequately satisfy the assessment functions discussed earlier.

These difficulties were further compounded by concerns regarding the psychometric properties and related characteristics of the tests and test items. Specifically, the early childhood tests contained most of the peer related items but only 21% of these tests were considered standardized, 33% reliable, and 21% valid. Please note that this is all the more revealing since criteria for assignment to the "Yes" category were very liberal.

Similar ambiguities and problems existed for other characteristics of the tests. Over 50% of the items did not specify the situation for obtaining data on peer interactions. Most distressing perhaps was the fact that although most of the test items were scored on a dichotomous basis (61% for early childhood items), the vast majority did not specify clear criteria that should be used for scoring.

Discussion

Teachers and clinicians who expect existing assessment instruments to serve effectively the basic functions of intervention oriented assessment in the area of child-child social interactions are likely to be disappointed. For the vast majority of available tests, including those devoted exclusively to social behavior, very little emphasis was placed on peer related social interactions. The limited number of test items and content domains probed within a test do not appear sufficient to enable the user to obtain an adequate perspective of the development of peer related social interactions nor assist in developing a plan to obtain additional information for use in subsequent educational/therapeutic interventions. Items that were available were frequently ambiguous in their intent and often failed to satisfy even minimal criteria for psychometric soundness, scoring, and item administration. In fact, seemingly identical items across tests frequently specified different chronological ages as being appropriate. Moreover, items focusing on the processes associated with the development of peer relations, such as communication skills, were found but were so fragmented that a systematic assessment was not possible. Finally, for that content domain most well represented, social participation, concerns regarding its compatibility with current knowledge were raised.

In fairness, it should be noted that many of the tests reviewed varied in the extent to which they were intended to satisfy the specific functions of intervention oriented assessment as described earlier. It might be more reasonable to consider some tests more as screening than assessment instruments. In addition, although this investigation was designed to characterize the general state of the art, there were certainly wide differences in the quality of tests. Many social tests, for example, appeared to be well developed and carefully researched. Some criterion referenced instruments also appeared to have very well designed sequences for the content domain of social participation, and other tests were very creative in identifying items that captured important aspects of child-child social interactions. Criticism should also be tempered by the fact that the field of peer relations has only emerged in its present form within the last few years; yet many of the tests have been in existence for some time. Finally, it must be recognized that many of the inadequacies found here may be a reflection of the general difficulties facing workers in the area of child-child social interactions. The complexity of peer relations, its marked sensitivity to what appear to be relatively minor alternations in environmental conditions, and the admitted subjectivity of the judgments called for to carry out assessments in this area all contribute to the problems that have been described in this article.

In view of these inadequacies, what can the practitioner do? Given the now well established importance of peer relations and the susceptability of handicapped children to special difficulties in this area, it is certainly not reasonable to defer assessment. Some problems can be minimized, however, by not relying solely on one developmental instrument, by selecting items from content domains that most closely correspond to an individual child's difficulties, and by obtaining information from different sources (i.e., parent, teacher, clinician). Even with these efforts, it may be necessary for practitioners to consult the growing literature in this area to supplement their understanding of the developmental sequence, age appropriate behavior, and underlying processes related to social development with peers. A number of recent reviews are available (Field, 1981; Guralnick, 1981a, in press; Mueller, 1979).

Clearly, these are only interim solutions. What is needed, of course, is an effort to develop an assessment instrument that is developmental in its orientation; compatible with current knowledge; sensitive to unique characteristics of handicapped children, especially those with sensory or motor impairments; practical in its administration; sufficiently detailed while encompassing the important content domains; of value to subsequent planning and intervention; and psychometrically sound. As noted elsewhere (Guralnick, 1981a), this will not be very easy to accomplish, especially since findings and concepts from the field of communication and language development (Guralnick, 1981c) as well as information concerning a child's interpersonal and motivational characteristics (Zigler, 1973) must be incorporated into the design of an assessment instrument in this area.

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Footnotes

[1] Not all tests fell exclusively into each of these categories. Three tests contained items in two domains and were classified in both places.

[2] A listing of all tests, complete references, and definitions of terms found in this report are contained in the comprehensive source manual in which all 621 test items have been cataloged. This manual may be obtained by writing the first author.

[3] These six categories also applied to the clinical items. However, distinctions among the subtypes of the social participation categories were typically not apparent since clinical items focused primarily on aspects of withdrawal or isolation.

Table 1

Frequency Distribution of Peer-Peer Items

By Content Domain and Type of Test

Content Domain	Total[a] EC, S, CR[b]	EC	S	CR	C
Social Participation	189 (36.5%)	143 (41.2%)	15 (44.8%)	31 (27%)	13 (12.6%)
Solitary	15	11	3	1	-
Onlooker	13	12	0	1	-
Parallel	36	31	1	4	-
Associative	48	37	6	5	-
Cooperative	29	20	3	6	-
Games	48	32	2	14	-
Cooperation	109 (21.0%)	81 (23.3%)	11 (19%)	17 (15%)	8 (7.8%)
Sharing	39	30	2	7	1
Turntaking	28	24	1	3	-
Borrow/Return	19	11	4	4	1
Cooperativeness	23	16	4	3	6
Aggression	39 (7.5%)	30 (8.6%)	3 (5.2%)	6 (5%)	38 (36.9%)
Aggressiveness	28	20	2	6	32
Defend Possessions	11	10	1	-	6
Friendship/Prosocial	61 (11.7%)	40 (11.5%)	4 (7%)	17 (15%)	18 (17.4%)
Friendship	25	19	-	6	18
Prosocial	36	21	4	11	-
Initiation/Response	47 (9.1%)	20 (5.8%)	16 (27.6%)	11 (10%)	12 (11.7%)
Initiation	28	7	12	9	9
Imitation	9	9	-	-	1
Response	10	4	4	2	2

Table 1

Frequency Distribution of Peer-Peer Items

By Content Domain and Type of Test

(continued)

Content Domain	Total[a] EC, S, CR[b]	EC	S	CR	C
Miscellaneous	73 (14.1%)	33 (9.5%)	9 (15.5%)	31 (27%)	14 (13.6%)
Competitiveness	7	6	1	-	13
Greet peers	4	2	1	1	-
Verbal Expression	10	1	5	4	-
Activity Interests	21	6	-	15	-
Rules and Fair Play	6	5	1	0	-
Other	25	13	1	11	13
TOTAL	518	347	58	113	103

[a] Totals do not include clinical (C) items.

[b] EC=Early Childhood; S=Social; CR=Criterion Referenced.

EC 209

Sourcebook to accompany

Guralnick, M. J., & Weinhouse, E., "Child-child social interactions: An analysis of assessment instruments for young children."

EC161853

TABLE OF CONTENTS

Social Items With Peers

- Social Participation
  - Solitary Play A-1
  - Onlooker Behavior B-1
  - Parallel Play C-1
  - Associative Play D-1
  - Cooperative Play E-1
  - Games
    - Simple F-1
    - With rules G-1
    - Organized H-1
- Cooperation
  - Sharing I-1
  - Turntaking J-1
  - Borrow and Return K-1
  - Cooperativeness L-1
- Aggression
  - Aggressiveness M-1
  - Defend Possessions N-1
- Friendship and Prosocial Behavior
  - Friendship O-1
  - Prosocial Behavior P-1
- Initiation and Response
  - Initiation Q-1
  - Imitation R-1
  - Response S-1
- Miscellaneous
  - Competitiveness T-1
  - Other
    - Greet peers U-1
    - Jealousy V-1
    - Verbal expression W-1
    - Activity interests X-1
    - Rules and fair play Y-1
    - Other Z-1

Clinical Items With Peers

- Social Participation AA-1
- Cooperation
  - Sharing BB-1
  - Borrow and Return CC-1
  - Cooperativeness DD-1
- Aggression
  - Aggressiveness
    - Initiation EE-1
    - Response FF-1
  - Defend Possessions and Self GG-1
- Friendship HH-1
- Initiation and Response
  - Initiation II-1
  - Imitation JJ-1
  - Response KK-1
- Miscellaneous
  - Competitiveness LL-1
  - Other
    - Peer response to child MM-1
    - Jealousy NN-1
    - Other OO-1

Organization of Items

- Test Item Categories PP-1
- Format QQ-1

Definitions of Test Item Categories

- Social Items With Peers RR-1
- Clinical Items With Peers SS-1

Rating Codes and Definitions

- Test Type TT-1
- Situation TT-1
- Persons Administering or Completing Test TT-1
- Criterion for Scoring TT-1

Scoring Terms UU-1

Tests and Addresses VV-1

Index WW-1

General Category: Social Participation
Specific Category: Solitary Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Solitary: Plays alone." (Classroom Screening) (P)	Teacher observes child 2 to 4 weeks after start of school during daily routine. (O;T)	12-24 months	+, -; uninvolved, unsafe/ destructive, disruptive. (No, D)	
"4.18 Engages predominantly in solitary play." (SDC) (P)	"material: free play with numerous play materials - do: Observe child for approximately 10 min. (of 10 second intervals) during a free play situation with 4 or more children (spread over several occasions if possible) Note: See free play observation system." (OR;T,SP)	1-2 years	"The child is observed to play alone with a toy different than those of children playing nearby and not to interact with the other children in any way. criteria: 50% or more of the time (observed intervals)" (Yes, D)	
"Solitary or Onlooker Play" (Gesell, see Onlooker) (P)	(NS;NI)	18 months	As part of best fit to age description (No, D)	
"31. PLAYING WITH OTHERS 1. Usually plays by self. 2. Plays with others but limits play to one or two children. 3. Occasionally plays with a larger group (three or more children). 4. Usually plays with a larger group (three or more children)." (Cain-Levine, see Associative) (S)	Parent Interview (NS;P)	No age	Level of item reported; subscale raw scores totaled and converted to age normed percentiles. (No, D)	

General Category: Social Participation
Specific Category: Solitary Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"PLAYING WITH OTHERS 1. He usually plays by himself 2. He plays with others but limits play to one or two children. 3. He occasionally plays with a larger group (three or more children). 4. He usually plays with a larger group (three or more children)." (California Preschool Social Competency Scale, see Associative) (S)	Teacher rating (NS;T)	No age; inherent in levels within items	Choose one level per item. (No, B)	
"1.4.3 Social play (isolate activity) List maximum of 5" (Minimum Objective System) (CR)	NS; used in conjunction with curriculum; T	No age	Mastered, acquired, prompted, partial assistance, full assistance, not assessed, functional alternative (Yes, Q)	
"Solitary Play: Child plays alone and independently with toys that are different than those of the children playing nearby." (Individual Assessment) (P)	Teacher observes (O;T)	12-24 months	Often, sometimes, rarely (No, L)	
"Solitary play - Plays with materials when presented. Discards or loses interest in each after brief time." (Koontz Child Development Training Program) (P)	Parent, teacher, or professional observes (O;P,T,SP)	14 months	Pass/fail (No, D)	
"Plays contentedly alone if near adults" (LAP) (P)	(NS;T)	18-23 months	+/- (No, D)	
"Plays contentedly alone if near	(NS;T)	21 months	+/- (No, D)	

General Category: Social Participation
Specific Category: Solitary Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
adults" (LAP-I) (P)				
LDS (see Onlooker) (P)	(OR;T,SP)	18 months	(No, D)	
Kohn Social Competence Scale (See Associative) (S)	(NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	(No, D)	
"Plays contentedly alone, but likes to be near adult" (Developmental Guidelines) (P)	(NS;NI)	18-23 months	No information (No, NI)	1
"Prefers solitary play" (Developmental Guidelines) (P)	(NS;NI)	24-29 months	No information (No, NI)	2

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[1] Sheridan Developmental Scale

[2] Gesell Developmental Scale

General Category: Social Participation
Specific Category: Onlooker Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Likes to watch other babies" (Infant-Parent Training Program Checklist) (P)	(NS) if item is not observed, teacher designs situations to test behavior (T)	10-12 months	Check if clearly demonstrated (No, D)	
"Observes another child but prefers to play alone, usually near familiar adult." (Lexington Developmental Profile - long form) (P)	Overall, test is administered in 2-30 minute sessions and child is observed at school-flexible-can arrange for small groups of children and parents. (OR;T,SP)	12-18 months	X if observed, child has three opportunities (Yes, D)	
"Solitary or Onlooker Play" (Gesell) (P)	(NS;NI)	18 months	As part of best fit to age description (No, D)	
"Observes other children at play and joins in for a few minutes." (LAP) (P)	(NS;T)	30-35 months	+/- (No, D)	
"Watches other children play - joins in occasionally." (LAP-I) (P)	(NS;T)	33 months	+/- (No, D)	
"Watches other children at play - may join in without adult help." (Functional Profile) (P)	(NS;T,SP)	30-35 months #3 out of 5	Y, ?, N (No, D)	
"Onlooker: Watches others" (Classroom Screening) (P)	Teacher observes child 2 to 4 weeks after start of	30-36 months	+, -; uninvolved, unsafe/destructive; disruptive (No, Q)	

General Category: Social Participation
Specific Category: Onlooker Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
	school during daily routine. (0;T)			
"Onlooker Behavior: Child watches play of of other children and joins in for a few minutes." (Individual Assessment) (P)	Teacher observes during group or free play. (0;T)	36-48 months	Often, sometimes, rarely (No, L)	
"Watches others play and may join for a few minutes." (BCP) (CR)	Teacher, specialists, and/or aides schedule observations. (0;T,SP)	No age	Not displayed, 1/2, ✓, H, E (✓ = displayed 75% of time) (Yes, L)	
"6.(C) Watches others in play. Exhibits awareness of others by imitating some action. Does not interact." Example: "While playing at water table, watches what other children are doing, imitates other child's activity, but doesn't interact with other children." (Callier Azusa) (P)	Observe for at least two weeks. Consensus by multiple persons familiar with child recommended (e.g., teacher, aides, parent, specialists) (0;T,P,SP)	24 months	Pass if behavior occurs spontaneously and is generalized (Yes, D)	
"Watches other children at play interestedly and occasionally joins in for a few minutes" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1
"Shows interest in other children." Description: "During free or group play, child watches other children for at least 15 seconds." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions. (0;T)	2-3 years	Can do, Cannot do (Yes, D)	

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[1] Sheridan Developmental Scale

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Occasionally plays near other children." (Early Intervention Developmental Profile) (P)	Observe child for 30 minutes in setting where other children are playing. (OR;T,SP)	20-23 months	Pass, P/F (Emergent), F. Score if child physically positions himself near children for periods, rather than staying with mother or other adults. (No, D)	
"Plays near other children." (LAP - Infant) (P)	(NS;T)	21 months	+/- (No, D)	
"Parallel play with other child; protects self." (Infant-Parent Training Program Checklist) (P)	NS; if item not observed, teacher designs situation to test behavior; T	10-12 months	Check if clearly demonstrated (No, D)	1
"Plays independently in the company of peers." (CEEDI) (P)	(O;SP)	18-23 months	P, NP, O, H (No, Q)	
"Plays along side of another child." (CEEDI) (P)	(O;SP)	2-3 years	P, NP, O, H (No, Q)	
"Plays near other children but not with them - no exchange of toys" (Functional Profile) (P)	(NS;T,SP)	18-23 months (Item #6 out of 6 items in this age range)	No, ? (Inconsistent), Yes (No, D)	
"Plays around other children effectively." (Comprehensive Developmental Scale-MEMPHIS) (P)	Teacher rating (NI,NI)	1.50 years (18 months)	P/F (No, D)	

The Marshalltown Project Behavioral Prescription Guide; Portage Project Checklist; Preschool Attainment Record

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Parallel Play: Plays with the same toy as other children nearby, but not with the children." (Individual Assessment) (P)	Teacher observes during group activity or free play (O;T)	30-35 months	Often, sometimes, rarely (No, L)	
"Occasionally plays near other children." (Early Intervention Developmental Profile, revised edition) (P)	"Observe the child for 30 minutes in setting where other children are playing." (OR;T,SP)	20-23 months	P, P/F, F, O "Pass if the child tends to physically position him/herself near the children for short periods rather than staying near his/her parent or other adults." (No, D)	
"Prefers to play near, but not with, other children." (Early Intervention Developmental Profile, revised edition) (P)	'This item is an extension of item 161 [above]." (OR;T,SP)	24-27 months	P, P/F, F, O "To pass this item, the child must show a marked preference for and attraction to other children, though s/he does not yet play with them interactively. Pass if the child keeps physically near other children, perhaps engaging in similar activities, rather than simply observing them from afar or preferring adult company." (No, D)	
"Prefers to play near, but not with, other children." (Early Intervention Developmental Profile) (P)	Observe child for 30 minutes in setting where other children are playing. (OR;T,SP)	24-27 months	P, P/F, F, P "To score this item, the child must show a marked preference for and attraction to other children, though he does not yet play with them interactively. Score if child keeps physically near other children, perhaps engaging in similar activities, rather than simply observing them from afar or preferring adult company." (No, D)	

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Parallel play - will play alongside other children, but play not interactive." (Koontz Child Developmental Program) (P)	Observe for 1 week; parent, teacher or professional as observer (O;T,P,SP)	18 months	P/F (Yes, D)	1
"Parallel play predominates" (LAP) (P)	(NS;T)	24 months	+/- (No, D)	
"Plays (a) beside" (PAR) (P)	Use person familiar with child as informant (NS;T,P,SP)	3 years	+,+/-, -, N.O. "Plays singly with sustained interest alongside or among other children or with adults, pets, or belongings with little disturbing or disturbance." (No, D)	
"Takes part in parallel play with other children." (Maxfield-Buchholz) (S)	Parent report (for visually impaired) (NS;P)	1-2 years	+, +F, +NO, ±, - Obviously enjoys being with other children. May be some attempt to defend own rights, with considerable snatch and grab of other children's property. (No, Q)	2
"The child begins to play in the company of other children, although he will not engage directly in activities with them; however, he does enjoy their company." (Project Vision-Up) (P)	Parent and/or teacher Q-sort (NS;T,P)	24 months	Does, sometimes does, doesn't (No, L)	

[1] Gesell Developmental Scale (1949)

[2] Gesell et al., The First Five Years of Life

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Enjoys using same playthings as child next to him." (Functional Profile) (P)	(NS;T,SP)	30-35 months #4 out of 5 items at this age level	Y, ?, N (No, D)	
Prefers adults - parallel play ("I don't mind other kids as long as they don't bother me. They can play beside me, but they'd better not invade my territory.") (Early Identification Developmental Inventory) (P)	Parent record (O;P)	from 2-3 years	Yes/No, age of attainment (No, D)	
Area: "Play" Item: "Parallel play, i.e., child does same thing as other child." (SEED) (P)	No situtation for peer items except parent report; assessment conducted by professional or paraprofessional with parent present. (O;SP)	24 months (concurrent with "sympathetic toward other children")	+, -, PR, B, NA, R, NT (No, Q)	
"Parallel: Plays near others in similar way but does not interact." (Classroom Screening) (P)	Teacher observes child 2 to 4 weeks after start of school during daily routine. (O;T)	24-30 months	+, -; uninvolved, unsafe/destructive, disruptive (No, Q)	
"Plays alongside rather than with another child. Parallel play predominates. (LDS) (P)	Observe (OR;T,SP)	18-24 months	X if occurs (No, D)	
"Parallel play predominates"	None other than	18 months (Item #27)	Present/absent and comments (No, D)	1

[1] Doll

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
Description: "The child will play comfortably in the same room with other children. All children are involved in individual activities (each child having his/her own toy, etc.) rather than cooperative activities." (Early-LAP) (P)	description, by observation (NS;NI)			
"Assessment Behavior: Parallel play predominates. Definition: The infant will play in the presence of another playing child, although they will not interact in play." (EMI) (P)	Assessment: None Curriculum: "Playing or working at a table is useful in developing this ability; the teacher should give the infant and another child similar objects to play with. "A sandbox is also a good arena for parallel play." (OR;T)	22 months	Assessment: P/F Curriculum: "In the presence of another playing child, the infant will play independently in ____ out of ____ trials." (Yes, D)	
"Parallel play predominates when with other children, though he obviously enjoys being with other children." (Gesell) (P)	(NS;NI)	24 months	As part of best fit to age description (No, D)	
"4.23 Engages predominantly in parallel play" (SDC) (P)	"material: free play with numerous play materials - do: Observe child for approximately 10 min. (of 10 second intervals) during a free play situation	2-3 years	"The child is observed to engage in parallel play by playing with the same toy (i.e., tinker toys) as another child who is within 3 feet of him. Verbal and physical interaction is not necessary. criteria: 50% or more of the time (observed intervals)"	

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
	with 4 or more children (spread over several occasions if possible) Note: See free play observation system" (OR;T,SP)		Scoring: +, ±, - (Yes, D)	
"S-3 To assist the student in developing a tolerance for others." "S-3.3 The student will be able to play near other children but not with them. (IBAS) (CR)	(NS;T)	No age	Check appropriate outcome for performance, decision, and explanation (No, Q)	
"Moves near others during free play." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation times. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Plays alone in presence of others." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation times. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"A. Socialization 6. (A) Seeks out others to play near. Does not interact with others in play." Example: "Goes to water table to play while other children are playing there; aware that they are there, but does not interact with them" (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consenses by multiple persons familiar with child (e.g., teacher, aides, parent, specialist) (O;T,P,SP)	24 months	Pass if behavior occurs spontaneously and is generalized (Yes, D)	

General Category: Social Participation
Specific Category: Parallel Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"B. Development of Self-Concept 15.(B) Enters into parallel play activities with other children. Does not play cooperatively. Imitates other children's play and follows other children around for brief periods." (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus of multiple persons familiar with child (e.g., teacher, aides, parent, specialist) (O;T,P,SP)	42 months	Pass if occurs spontaneously and is generalized (Yes, D)	
"Plays near other children but not with them." (Developmental Guidelines) (P)	(NS;NI)	24-29 months	No information (No, NI)	1
"Enjoys using identical equipment as child next to him (clay, paints, beads)." (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	2
"12. THE CHILD PLAYS IN THE PRESENCE OF OTHER CHILDREN Is the child able to play unattended in close proximity to another child? Does the child respond positively when placed with another child?" (CAMS) (CR)	Placement test administered to child in a quiet room in presence of mother. Mother is used as informant for items not testable in this setting. (NS;T,P,SP)	Items are developmentally sequenced; Item is #12 out of 40	Yes, no; child must pass all questions to receive credit for objective. (No, D)	
"Plays alone, in presence of other children." Description: "For example, plays in sandbox alongside other child." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions. (O;T)	2-3 years	Can do, cannot do (No, D)	

[1] Sheridan Developmental Scale

[2] Gesell Developmental Scale

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Enjoys playing with other children" (CEEDI, PS 15). (P)	(O;SP)	12-17 months	Pass (P), Not Pass (NP), Other (Refused, Omitted), Modified (H) (No, Q)	1
"Plays with another child." (Assessment-Programming Guide) (P)	Teacher observes child's spontaneous behavior (O;T)	12-16 months	0, + (inconsistent), 1 (consistent) (No, Q)	
"Interacts with other children" (Birth to Three) (P)	"Materials: Toys and objects enjoyed by groups of children, such as blocks, cars, dolls, books, or pull toys. "Procedure: Examiner makes observations to determine if child interacts with others as in giving another child a toy or taking a toy from a child. Mother may have to give examples that occur when child is with friends." (OR;SP)	12-18 months	"Pass: Interacts with other children. Emerging: Stays in group but does not interact. Fail: Stays by self." (No, D)	
"Interactive: Plays with others." (Classroom Screening) (P)	Teacher observes child 2 to 4 weeks after start of school during daily routine. (O;T)	36-48 months	+, -; uninvolved, unsafe/destructive, disruptive (No, Q)	

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[1] Developmental Profile (Alpern and Boll); Physical Education for Elementary School Children, 2nd Edition (1970); Portage Project Checklist; Vineland Social Maturity Scale.

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays with other children" (Early Intervention Developmental Profile, revised edition) (P)	Observe or parent's report (OR;T,P,SP)	28-31 months	"Pass if, when in the company of other children, the child plays with the same objects they are using or in other ways participates in their play in a positive way." (No, D)	
"Plays with other children" (LAP) (P)	(NS;T)	18 months	+/- for positive or negative demonstration of skill (No, D)	
"Plays with one other child" (Portage) (P)	(NS;T,P,SP)	0-1 year (Card #23 out of total 23 cards)	Entry behavior, date achieved (No, D)	
"Enjoys playing with another child" (Portage) (P)	(NS;T,P,SP)	1-2 years (#2 out of total 15 cards)	Entry behavior, date achieved (No, D)	
"Play with other children" "Plays independently in company of others of approximately same age or social station without creating antagonism. Activity is individual rather than cooperative, but he gets along with other children." (Vineland) (S)	Parent report (NS;P)	1-11 years U = 1.50 years	+, +F, +N.O., ±, -, -N.O. (No, Q)	1
"Begins 'associative play' activities." Description: "The child plays with other children in similar but not identical activities." (Early-LAP) (P)	None, other than description By observation (NS;NI)	33 months (Item #33)	Present, absent, and comments (No, D)	

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[1] Hurlock

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Interacts with peers." (CEEDI, PS 42) (P)	(O;SP)	3-4 years	P, NP, O, H (No, Q)	1
"Prefers group of two or three." (LDS) (P)	"Look for child's reaction to group play." (OR;T,SP)	48 months	X for occurs (No, D)	
"Plays in groups of two to five." (LDS) (P)	"Look for child's reaction to group play." (OR;T,SP)	60 months	X for occurs (No, D)	
"The pupil engages in social behavior with peers." (UPAS birth - 6 years) (P)	(OR;T) Observe pupil during free choice time and note amount of time engaged in interaction with peers and kinds of interactions	2-6 years (multi-level item)	"YES a. low social behavior b. high social behavior (definitions attached) NO a. The pupil engages in no interactions with other children but remains isolate. b. The pupil does not engage in high social behavior." (Yes, D)	
"Shares play activities" (Marshalltown) (P)	(NS;T,P,SP)	30-36 months	Indicate if present (No, D)	
"Likes to play with 2 or 3 children - children - May have a favorite friend."	(NS;T,SP)	3-4 years #6 out of 7 items at	Y, ?, N (No, D)	

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[1] Denver Developmental Screening Test Manual; Developmental Guidelines; Developmental Profile; Marshalltown; MEMPHIS; Portage; Preschool Attainment Record

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
(Functional Profile) (P)		this age level		
"Emerging interest in playing with other children rather than alone. Play groups of two or three often changing." (LDS) (P)	"Look for child's reactions to group play" (OR;T,SP)	36 months	X for occurs (No, D)	
"Joins in play with other children without adult help." (Functional Profile) (P)	(NS;T,SP)	3-4 years #1 out of 7 items at this age range	Y, ?, N (No, D)	
"Associative group play takes place of parallel play" (LAP) (P)	(NS;T)	42 months	+/- (No, D)	
"Unorganized group play" (Portage) (P)	(NS;P,T,SP)	2-3 years (#5 out of total 19 cards)	Entry behavior, date achieved (No, D)	
"Plays with 2-3 children" (Portage) (P)	(NS;P,T,SP)	2-3 years (#13 out of total 19 cards)	Entry behavior, date achieved (No, D)	
"Plays (b) with" (See plays with) (PAR) (P)	(NS;P,T,SP) Use person familiar with child as informant	3 years 6 months	+, ±, -, N.O. "Engages in interpersonal, reciprocal, or inter-related play with other children, adults, or with pets, with minimal friction or disturbance." (No, D)	
"The child's interest in playing with other children rather than	Parent and/or teacher Q-Sort (NS,T,P)	36 months	Does, sometimes does, doesn't (No, L)	1

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[1] Gesell, A., et al. The First Five Years of Life.

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
playing alone increases. He may play in groups of two or three, but these are constantly shifting in make-up and activity." (Project Vision-Up) (P)				
"Frequently the child will indicate an interest in playing with a small group of two or three children." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	48 months	Does, sometimes does, doesn't (No, L)	1
Project Vision-up (See Friendship) (P)	(NS;T,P)	60-72 months	(No, L)	
"Increasing interest in playing with other children rather than playing alone. May play in groups of two or three, but these are constantly shifting in make-up and activity." (Gesell) (P)	(NS;NI)	24 months	As part of best fit to age description (No, D)	
"Prefers group play with other children." (Functional Profile) (P)	(NS;T,SP)	4-5 years	Y, ?, N (No, D)	
"Prefers to play in a group of two or	(NS;NI)	48 months	As part of best fit to age description (No, D)	

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[1] Gesell et al., *The First Five Years of Life*

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
three children. Often chooses favorite companion of own sex." (Gesell, see Friendship) (P)				
"Plays in groups of two to five. Friendships are becoming stronger." (Gesell, see Friendship) (P)	(NS;NI)	60 months	As part of best fit to age description (No, D)	
"Plays well alone but generally wants to play with other children." (LDS) (P)	"Looks for child's reactions to group play." (OR;T,SP)	5-6 years	X for occurs (No, D)	
"Associative Play: Child plays with other children, borrowing and lending materials, but play is neither goal-directed nor organized." (Individual Assessment) (P)	Teacher observes (O;T)	36-48 months	Often, sometimes, rarely (No, L)	
"31. PLAYING WITH OTHERS 1. Usually plays by self. 2. Plays with others but limits	Parent interview (NS;P)	Social skills subscale	Level of item; subscale raw scores totaled and converted to age normal percentiles (No, B)	

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
play to one or two children. 3. Occasionally plays with a larger group (three or more children). 4. Usually plays with a larger group (three or more children)." (Cain-Levine) (S)				
"PLAYING WITH OTHERS 1. He usually plays by himself 2. He plays with others but limits play to one or two children. 3. He occasionally plays with a larger group (three or more children). 4. He usually plays with a larger group (three or more children)." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels of items	Choose one level per item (No, B)	
"Plays with one or two others." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Plays with group of three or more" (BCP) (CR)	Teachers, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Participates in peer-group activities when not asked." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Participates in peer-group activities when asked." (BCP) (CR)	Teachers, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Talks and/or plays with a large number of classmates." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedure. (OR;T)	No age	1-7 (not descriptive or true - very descriptive or true) (No, L)	
"Child can participate actively in structured activities as well as in free play type of activities. (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior. (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal.	1-7 (never - always) (No, L)	
"Child seems to enjoy both play with others and by himself/herself (rating should consider both aspects)" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior. (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal.	1-7 (never - always) (No, L)	
"Plays with other children" (Developmental Guidelines) (P)	(NS;NI)	18-23 months	No information (No, NI)	1
"Joins in play with other children" (Developmental Guidelines) (P)	(NS;NI)	36-48 months	No information (No, NI)	2
"30. THE CHILD PLAYS WITH OTHER CHILDREN Does the child want to play with other children? Is the child able to choose a friend? Are the child and his friend able to play together without adult supervision? (CAMS) (CR)	Placement test is administered in a quiet room in presence of mother. Mother is utilized as informant for all items not testable in the situation. (NS;T,P,SP)	Items are developmentally sequenced; Item is #30 out of 40	Yes, no; all questions must be passed for child to receive credit for this objective. (No, D)	

[1] Vineland Social Maturity Scale

[2] Sheridan Developmental Scale

General Category: Social Participation
Specific Category: Associative Play (plays with)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays with 2 or 3 children." Description: "2 or 3 children all playing in Housekeeping or Block Corner, will interact and associate, but do not assign roles or act as organized group - each child is still basically separate." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions. (O;T)	3-4 years	Can do, cannot do (No, D)	

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Plays cooperatively with other children" (LAP) (P)	(NS;T)	48 months	+/- (No, D)	
"Plays (c) cooperatively" (PAR) (P)	(NS;T,P,SP)	4 years	+, ±, -, N.O. "Plays in coordinated group (pairs, trios, or more) observing rules or maintaining purpose with harmonious give and take or in cooperation" (No, D)	
"Plays cooperatively at kindergarten level"	Parent report (NS;P)	3-4 years U = 3.28	+, +F, +N.O., ±, -, N.O. (No, Q)	
"Participates in coordianted group activity, such as kindergarten circle games, imaginative group play, simple tea parties, or activities where mutual or reciprocal action is required." (Vineland) (S)				
"Cooperative activity during play takes the place of physical contact" (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	3 years	Does, sometimes does, doesn't (No, L)	1
"Cooperative play begins and continues to improve, replacing parallel type play by 3 years." (Early Developmental Identification Inventory) (P)	Parent record (O;P)	by 3 years	Yes/No, Age of attainment (No, D)	2
"Plays in a small group of children." (Preschool Developmental Profile, revised edition) (P)	"Observe the child in a group situation or ask the parent how the child plays in a small group of children." (OR;T,P,SP)	4 - 4½ years	P, F, P/F, O "Pass if the child plays cooperatively with other children." (No, D)	

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[1] Gesell, A. et al., The First Five Years of Life

[2] Gesell Developmental Schedules, LAP, MEMPHIS, PAR, Vineland

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays cooperatively" (Assessment-Programming Guide) (P)	Teacher observes spontaneous behavior (O;T)	36-48 months (#4 out of 9 items at this age level)	0, +, 1 (No, D)	
Area: "Play" Item: "Cooperative play with 2-3 other children" (SEED) (P)	None; parent report with parent present during assessment (O;SP)	42 months	+, -, PR, B, NA, R, NT (No, Q)	
"Plays cooperatively with peers." (CEEDI, PS 49) (P)	(O;SP)	4-5 years	P, NP, O, H (No, Q)	
"Cooperative activity taking the place of physical contact." (Gesell) (P)	(NS;NI)	36 months	As best fit to age description (No, D)	
S 20. "Is the child able to keep working for at least 30 minutes with a similar-aged child in a single task such as making buildings or roads with blocks, logs, sand, or mud or rearranging a room or area for doll-play, such as store, school, or house?" (Developmental Profile) (P)	By professional, semi-professional, parent interview, or self-administration (NS;T,P,SP)	3-3 1/2 years (Preschooler I: 37-42 months)	Yes, No (Yes, D)	
"Takes part in dramatic play" (Maxfield-Buckholz) (S)	Parent report (NS;P)	IV-V	+, +F, +NO, ±, - (No, Q)	
"The child enters into dramatic play with other children of his own age	Parent and/or teacher (NS;T,P)	72 months	Does, sometimes does, doesn't (Yes, L)	1

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[1] Gesell, A. et al. The First Five Years of Life.

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
and continues in play the following day." (Project Vision-Up) (P)				
"Cooperative Play: Child plays in group that is goal-directed toward a product, a competitive goal, or formal game, or dramatization." (Individual Assessment) (P)	Observe during group or free play (O;T)	60-72 months	Often, sometimes, rarely (No, L)	
"Plays cooperatively with another child (e.g., plays game requiring peer interaction)" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations (O;T,SP)	No age	Not displayed, 1/2, ✓, H, 0 (Yes, L)	
"Plays cooperatively in group activity." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, 0 (Yes, L)	
"Works on projects in class with another classmate(s)." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedure. (OR;T)	No age	1-7 (Not descriptive or true - very descriptive or true) (No, L)	
"Engages in imaginative play with another person (for example, plays house, cops and robbers, pretends to be an animal and wants adult to play along, etc.)." (ABSI) (CR)	(NS;T,P)	No age	Check if occurs with adults, with children (No, D)	
"Engages in exploratory or motor play with another person (for example,	(NS;T,P)	No age	Check if occurs with adults, with children (No, D)	

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
stacks blocks cooperatively, builds small play buildings together, teeter-totters, pushes wagons, plays chasing games, etc.) (ABSI) (CR)				
"S-10 To assist the student in the interaction in non-competitive activities." "S-10.2 The student will be able to play with one other child in activities like domestic roles, make-believe, dress-up, floor play of blocks, cars, ball, etc." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, explanation (No, Q)	
"4.4.2 Toy play (cooperative activity) List maximum of 5" (Minimum Objective System) (CR)	(NS) used in conjunction with curriculum. (T)	No age	Mastered; acquired, prompted partial assistance, full assistance, not assessed, functional alternative. (Yes, Q)	
"4.52 Engages in cooperative play." (SDC) (P)	Same as 4.30 (OR;T,SP)	4-5 years	"The child is observed to play cooperatively with one or more peers by demonstrating one or more of the following behaviors: a. positive vocalizations directed toward another child b. sharing materials with another child by simultaneously touching a toy or components of the same toy while within 3 feet of each other c. offering, receiving, or exchanging material with another child	

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
			criteria: 50% or more of observed time (intervals)" Scoring: +, ±, - (Yes, D)	
"Plays(d) pretend" (PAR) (P)	(NS;T,P,SP) Use person familiar with child as informant	6.0 years	+, ±, -, N.O. "Engages in imaginative play. Plays house, nurse, adult, or other role figures. Does so singly or in pairs or groups. Mimics. Dresses up. Leads, directs, or follows others." (No, D)	
"A. Socialization 7. (B) Plays in interactive manner." Example: "Plays with another child or other children to build something of blocks, role-playing, dress-up, circle game, hide-n-seek" (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	48 months	Pass if occurs spontaneously and is generalized (Yes, D)	
"B. Development of Social-Concept 1.6. (A). Plays cooperatively with other children. Selects playmates" (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists). (O;T,P,SP)	48 months	Pass if occurs spontaneously and is generalized. (Yes, D)	
"Plays cooperatively at kindergarten level." (Developmental Guidelines) (P)	(NS;NI)	36-48 months	No information (No, NI)	1

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[1] Vineland Social Maturity Scale

General Category: Social Participation
Specific Category: Cooperative Play

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Engages in dramatic play." Description: Two or more children play cooperatively, each taking a role, such as playing house. Play is organized." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions. (O;T)	4-5 years	Can do, cannot do (No, D)	
"Plays in a small group of children." (Preschool Developmental Profile) (P)	Observe in group situation or ask parent how child plays in small group of children. (OR;T,P,SP)	4-4½ years	P, P/F, F "Pass if the child plays cooperatively with other children." (No, D)	

General Category: Social Participation
Specific Category: Games (simple)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays interactive games (e.g., tag)" (Denver Developmental Screening Test) (P	Parent report (NS;P)	25% - 20 months 50% - 2 years 75% - 3 years 90% - 3 1/2 years	Pass/Fail (No, D)	
"Plays simple structured games - Prefers to play games with playmates, such as 'Tag,' or 'Ring-Around-the-Rosie'" (Koontz Child Development Program) (P)	Observe for 1 week (O:T,P,SP)	48 months	Pass/Fail (No, D)	
"Plays simple group games as Ring-around-the-Rosie" (LAP) (P)	(NS;T)	30-35 months	+/- (No, D)	
"Plays simple group games such as Ring-around-the-Rosie with adult help. (LAP-Infant) (P)	(NS;T)	33 months	+/- (No, D)	
PS3. "The child participates in group play." P.A-40 (Battelle Student Follow-up Assessment; item also included on CEEDI) (P)	"Observe the child when a group game is being played, such as ring around the rosy, or when two or more children are playing with the same set of toys. Note whether the child joins in and plays with other children." (OR [Battelle] O; SP [CEEDI])	No age equivalent on follow-up assessment. On CEEDI: 2-3 years (PS item #33)	"Credit is given if the child typically joins in play with two or more of his peers who are using the same set of materials or playing the same game, for at least 15 minutes without being forced by an adult to do so against his will. There may be considerable snatching and grabbing of materials." (Yes [Battelle] No, Q [CEEDI])	1

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[1] The Marshalltown Project Behavioral Prescription Guide; Portage Project Checklist; Preschool Attainment Record

General Category: Social Participation
Specific Category: Games (simple)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays simple games in group." (Assessment-Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	24-28 months	O, +, 1 (No, D)	
"Plays simple group games, i.e., 'Ring-around-the-Rosey,' with adult help." (Cooperative play)" (Early-LAP) (P)	None, other than description. By observation (NS;NI)	36 months (Item #35)	Present, absent, and comments (No, D)	1
"Plays simple games with other children." (Preschool Developmental Profile) (P)	Observe or ask parent (OR;T,SP)	3-3 1/2 years	P, P/F, F "Pass if the child voluntarily joins in games with other children, which are supervised by an adult." (No, D)	
"Plays simple games with other children." (Preschool Developmental Profile, revised edition) (P)	"Observe the child with other other children or question the the parent as to his/her play with other children." (O;T,SP)	3-3 1/2 years	P, P/F, F, O "Pass if the child voluntarily joins in games with other children, which are supervised by an adult, for example, 'Ring-around-the-Rosie' and 'Simon Says.'" (No, D)	
"S 16. Does the child follow the rules in group games run by an adult? Such rules might mean being able to sit in a circle and follow directions or imitate a leader, or doing the same thing as the rest of the group." (Developmental Profile) (P)	Can be administered by any professional, semi-professional, or self, provided person is familiar with child. If answer not known, person should ask someone who does know; test child, or guess based on known information. (NS;T,P,SP)	2½ to 3 years (Toddler III: 31-36 months)	Yes/No (No, D)	

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[1] Gesell

General Category: Social Participation
Specific Category: Games (simple)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"S 19. Does the child play with other children in group games such as tag, hide-and-seek, hopscotch, jump-rope, marbles, or other popular games without needing constant watching by an adult?" (Developmental Profile) (P)	Administered by any professional, semi-professional, or self, provided person is familiar with child. (NS;T,P,SP)	3-3½ years (Preschooler I: 37-42 months	Yes/No (No, D)	
"S-10.3 The student will be able to play simple group games, i.e., ring-around-the-rosy (cooperative partner games such as holding hands with partner and spinning)." (IBAS). (CR)	(NS;T)	No age	Check appropriate category for performance, decision, explanation (No, Q)	
"Plays group cooperative games with loose rules." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Plays competitive active games such as hide and seek." (BCP) (CR)	Teacher, specialist, and/or aides schedule observation. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Plays interactive games, e.g. tag" (Developmental Guidelines) (P)	(NS;NI)	24-29 months	No information (No, NI)	1
"Plays interactive games (tag, housekeeping, etc.) (replaces parallel play)" Developmental Guidelines) (P)	(NS; NI)	36-48 months	No information (No, NI)	1,2

[1] Denver Developmental Screening Test

[2] Gesell Developmental Scale

General Category: Social Participation
Specific Category: Games (simple)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Does the student play simple games (rolling a ball back and forth, 'hide-and seek,' 'tag,' 'follow the leader,' or any other simple games) with other students cooperatively (without quarreling or withdrawing)?" (RADEA) (CR)	Someone other than teacher observes in classroom or utilizes teacher or parent as informant. (O;SP)	Level 2 of Functional Living A Section	Yes/No "If not, review tasks 41-44 and reassess." (No, D)	
"Does the student share, take turns, and play simple games (join in group activities, play 'horseshoes' or any other games which require taking turns, etc.) with other students?" (RADEA) (CR)	Someone other than teacher observes in classroom or utilizes teacher or parent as informant. (O;SP)	Level 3 of Functional Living A Section	Yes/No "If not, review tasks 41-44 and reassess." (No, D)	

General Category: Social Participation
Specific Category: Games (with rules)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Plays simple table games." "Plays table games with others requiring taking turns, observing, rules, appreciating goals, and does so without undue dissension ..." (Vineland) (S)	Parent report (NS;P)	V-VI years	-, +F, +N.O., ±, -, -N.O. (No, Q)	
"The child is able to take turns with several children in mental competition, such as in Old Maid, fish, crazy eights, checkers, etc., with adult supervision to maintain games." (Project Vision-Up) (P)	Parent +/or teacher Q-Sort (NS;T,P)	48-72 months	Does, sometimes does, doesn't (No, L)	1
"Takes turns and keeps rules in such games as hopscotch, Old Maid, checkers." (LDS) (P)	Observe (OR;T,SP)	5-6 years	X if observed (No, D)	
"S-11.2 The student will be able to play table games with another person, i.e., cards, checkers, bingo, board games." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation (No, Q)	
"Plays (f) rule games." (PAR) (P)	(NS;T,P,SP)	7 years	+, ±, -, N.O. Plays simple group table games (2 or more people which require using cards or special materials, taking turns, observing rules, keeping score, exercising skills...Performance is sufficient for group acceptance of person as a participant. (No, D)	1
"The child is able to play games by rules established by the teacher or other children in the class." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	72 months	Does, sometimes does, doesn't (No, L)	
"Plays simple table games." (LAP) (P)	(NS;T)	60-74 months	Entry behavior, date achieved (No, L)	

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[1] Gesell, A. et al. The First Five Years of Life.

General Category: Social Participation
Specific Category: Games (with rules)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Observes rules and takes turns in games." (Preschool Developmental Profile, revised edition) (P)	"Observe the child in a group of other children or set up a simple table game in keeping with his/her interests." (OR;T,SP)	5 1/2-6 years	"Pass if the child can follow the rules of the game, take turns, and stay with the game until it is finished." (No, D)	
"S 30. Does the child play easy table games such as checkers, Old Maid, Candyland, or Lotto, with a friend of about the same age? The child should be able to follow the rules, take turns, and have a 'winner.'" (Developmental Profile) (P)	Administered by any professional, semi-professional, or self, provided person is familiar with child. (NS;T,P,SP)	6 years (Primary Elementary I: 67-78 months)	Yes/No (No, D)	
"S-11.3 The student will be able to participate in a sport in which one individual plays against another like: tetherball, horseshoes, bowling, etc., when organized by an adult and/or independently. (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, explanation (No, Q)	
"S-11.4 The student will be able to cooperate and participate as a member of a team, i.e., line game, baseball, volleyball, football when organized by an adult and/or independently." (IBAS) (CR)		No age	Check appropriate category for performance, decision, explanation (No, Q)	
"Plays simple board or card games (for example, Old Maid, Slap Jack, Checkers, Candyland, Lotto, etc.) (ABSI) (CR)	(NS;T,P)	No age	Occurs with adult, with children (No, D)	

General Category: Social Participation
Specific Category: Games (with rules)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Knows the rules and actively participates in nursery rhyme or simple group games (for example, Ring-Around-The-Rosey, London Bridge, Tag, etc.)." (ABSI) (CR)	(NS;T,P)	No age	Occurs with adult, with children (No, D)	
"Plays simple competitive table games such as 'fish', 'Old Maid', dominoes." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Plays difficult games requiring skills, scoring, and knowledge of rules." (BCP) (CR)	Teacher, specialist, and/or aide schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"S-11.1 The student will be able to play games without complex rules with another person, i.e., racing, bean bag toss, tag, keep-away." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation (No, Q)	
"4.55 Conforms to game rules" (SDC) (P)	"do: observe the child for two 10 minute periods while he plays a simple game involving rules with one or more other children (the child must be previously familiar with the rules)." (OR;T,SP)	4-5 years	"The child will play the game according to the rules with other children during the observation period in a game that the child was previously familiar with." Scoring: +, ±, - criteria: 75% or more of two 10 minute observation periods." (Yes, D)	

General Category: Social Participation
Specific Category: Games (organized)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"S-38 The child plays organized games." (UPAS) (P)	(OR;T) "Tester notes whether the child in a group of children during a structured playtime actively participates in organized games (e.g., musical chairs, Farmer in the Dell)."	4-5 years	YES "The child actively and willingly participates in organized games." NO "The child does not actively participate in organized games." (No, D)	
"Plays active group games with little supervision." (Assessment-Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	36-48 months (#3 out of 9 items at this age level)	0, +, 1 (No, D)	
"Plays competitive exercise games." "Engages in competitive active play in small groups of three or four of like age ..." (Vineland) (S)	Parent report (NS;P)	IV-V U = 5.13	+, +F, +N.O., I, -, -N.O. (No, Q)	
"The child is able to take part in stunts and games requiring large muscle coordination and movement." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	60-72 months	Does, sometimes does, doesn't (No, L)	
"Plays competitive exercise games." (Comprehensive Developmental Scale - MEMPHIS) (P)	(NI;NI)	5.0 years (60 months)	P/F (No, D)	
"Plays competitive exercise games." (LAP) (P)	(NS;T)	48-60 months	+/- (No, D)	
"PS 14. The child participates in	"Observe the child	No age equivalent	"Credit is given if the child	

General Category: Social Participation
Specific Category: Games (organized)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
competitive play activities." A-44 (Battelle Student Assessment Form; included on CEEDI) (P)	when participating in actions involving skill, endurance, winning, achieving, etc., such as tag, running, gymnastics. Note the child's behavior." (O;SP)	given. On CEEDI: 6-7 years (PS #72)	typically cooperates in competitive play activities with other children in group games, such as those listed above." (Yes, Battelle) (No, Q; CEEDI)	1.
"Plays complicated floor games." (LAP) (P)	(NS;T)	60-74 months	+/- (No, D)	2
"Plays very complicated floor games." (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No; NI)	
"IX GROUP GAMES 0. Negative or non-performance. 1. Joins group but does not actively participate. 2. Participates whenever directed. 3. Participates occasionally voluntarily. 4. Participates usually voluntarily. 5. Participates in an enthusiastic manner. 6. Encourages other children to participate." (Y.E.M.R.) (CR)	Observe during daily tasks; if not observed consult other school personnel or set up a structured situation. (O;T)	Social behavior area; status inherent in levels of items from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	

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[1] Preschool Attainment Record

[2] Denver Developmental Screening Test; Gesell Developmental Schedule

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Exchanges toys with other children with adult help." (LAP - Infant) (P)	(NS;T)	27 months	+/- (No, D)	
"Shares with spoken clues." (Portage) (P)	(NS;T,P,SP)	1-2 years (#8 out of total 15 cards)	Entry behavior, date achieved (No, D)	
"With adult help begins to exchange toys with other children." (Functional Profile) (P)	(NS;T,SP)	24-29 Months (Item #2 out of 5)	No, ?, Yes (No, D)	
"Assessment Behavior: Begins to share toys." Definition: The infant will begin to share toys with others." (EMI) (P)	Assessment: None Curriculum: "Concepts of sharing may be initially promoted through toy exchanges. Beginning with toys which are not personal possessions, the teacher provides two infants with one novel toy for each. after exploration and familiarization by the infants, she encourages an exchange of toys, then repeats so that toys return to their original possessors. Later, personal possessions may be exchanged for brief periods. "The teacher or adult	24 months	Assessment: P/F Curriculum: "In play, the infant will share toys in ___ out of ___ trials, or ___% of the time." (Yes, D)	

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
	may encourage (sharing) of snacks; the infant may give his mother one of his grapes, for instance, in exchange for one of her crackers." (OR;T)			
"Shares upon request." (Assessment Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	38-48 months (#1 out of 9 items at this age level)	0, +, 1 (No, D)	
"Is willing to wait his turn. Beginning to share toys, less hoarding." (LDS) (P)	Observe (OR;T,SP)	2-3 years	X for occurs (No, D)	
"4.24 Shares toy with peer on suggestion from adult." (SDC) (P)	"material: Children's toys do: While child is in free play with other children, ask him to give the toy (or a piece of the toy) he is playing with to another specified child. Repeat if necessary. Say: 'Give your toy to (name), please.'" (OR;T,SP)	2-3 years	"The child will give his toy or a piece of it to the specified peer within 1 minute of request. criteria: 1/1 or 2/3" Scoring: +,±,- (Yes, D)	
"Understands need for rules and fair play. Shares toys, etc., most of the time." (LDS) (P)	Observe (OR;T,SP)	4-5 years	X if observed (No, D)	

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Plays successfully with other children by understanding the concept of sharing and taking turns." (Preschool Developmental Profile) (P)	Observe or ask parent (	4 1/2-5 years	P, P/F, F "Pass if the child enters into some type of organized group activity, takes turns, and shares toys." (No, D)	
"Plays successfully with other children by understanding the concept of sharing and taking turns." (Preschool Developmental Profile, revised edition) (P)	Observe or ask parent (OR;T,SP)	4 1/2-5 years	"Pass if the child enters into some type of organized group activity, takes turns, and shares toys." P, P/F, F, O (No, D)	
"Understands sharing" (LAP) (P)	(NS;T)	36-48 months	+/- (No, D)	
"Shares play activities" (Portage) (P)	(NS;T,P,SP)	2-3 years (#7 out of total 19 cards)	Entry behavior, date achieved (No, D)	
"Shares property" (Portage) (P)	(NS;T,P,SP)	2-3 years (#14 out of 19 cards)	Entry behavior, date achieved (No, D)	
"Takes turns and shares" (Portage) (P)	See Turntaking (NS;T,P,SP)		(No, D)	
"Shares property with others." (CEEDI, PS 36) (P)	(O;SP)	3-4 years	P, NP, O, H (No, Q)	1

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[1] Developmental Guidelines, Early Childhood Education for Handicapped; Learning Accomplishment Profile; "Manual for Assessing Social Abilities of One-to-Six-Year-Old Children" from White, B. L. & Watts, J. C., Experience and Environment - Major Influences on the Development of the Young Child, Vol. 1, Prentice- Hall, 1973.

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
Area: "Socialization" Item: "Shares occasionally" (SEED) (P)	None; parent report or assessment by professional or paraprofessional with parent present (O;SP)	36 months (concurrent with "occasionally trades" and "understands turn taking"	+, -, PR, B, NA, R, NT (No, Q)	
Area: "Socialization" Item: "Occasionally trades toy with another child" (SEED) (P)	Same as above (O;SP)	36 months (concurrent with turn taking and occasionally shares)	+, -, PR, B, NA, R, NT (No, Q)	
"Understands sharing" (LDS) (P)	Observe (OR;T,SP)	3-4 years	X if observed (No, D)	
"Shares willingly" (Individual Assessment) (P)	Teacher observes (O;T)	48-60 months	Often, sometimes, rarely (No, L)	
PS10 "The child takes turns and shares." A-42 (Battelle Student Assessment Follow-up; item included on CEEDI) (P)	"Observe the child in his interactions with his peers. Note whether he takes turns in a game situation, and shares toys, materials, and possessions with other children." (OR, Battelle) (O;SP; CEEDI)	No age equivalent given. For CEEDI: 4-5 years (PS53)	"Credit is given if the child typically takes turns in a game situation or an activity, and shares with his peers without being told to do so." (No, Battelle) (No, Q; CEEDI)	
"Child can take turns and share with supervision." (UPAS) (P)	(OR;T) "1. Tester observes child in group activity under direction of teacher.	3-4 years	YES "Child takes turns and shares at least once during each observation period. This may occur on cue from teacher."	

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
	2. Tester notes whether child takes turns or shares; teacher may give the child a cue to take turns or share."		NO "Child fails to take turns or share at least once during observation periods." (Yes, D)	
"Shares play activities" (Marshalltown) (P)	(NS;T,P,SP)	30-36 months	Indicate if present (No, D)	
"28. SHARING 1. Does not share toys with other children. 2. Sometimes shares toys with other children. 3. Usually shares toys with other children. 4. Nearly always shares toys with other children." (Cain-Levine) (S)	(NS;P) Parent Interview	Social skills subscale, status inherent in ordering of responses in all items.	Level of item reported, subscale raw scores totaled, converted to age normed percentiles. (No, B)	
"5. SHARING 1. He does not share equipment or toys. 2. He shares but only after adult intervention 3. He occasionally share willingly with other children. 4. He frequently shares willingly with other children. (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels	Choose one level per item (No, B)	
"S-15 To assist the student in	(NS;T)	No age	Check appropriate category for	

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
the caring for and sharing of property."			performance, decision, and explanation (No, Q)	
"S-15.2 The student will be able to offer a toy to a peer with encouragement and/or independently." (IBAS) (CR)				
"Shares when told to do so but complains." (BCP) (CR)	Teacher, specialist and/or aides schedule observations. (O:T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Exchanges items for play" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Shares toys with other children" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"15. (C) Begins to acknowledge the presence of other children by exhibiting jealousy and by beginning to share" (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	42 months	Pass if occurs spontaneously and is generalized. (Yes, D)	
"Has no idea of sharing (has difficulty-Gesell)" (Developmental Guidelines) (P)	(NS,NI)	24-29 months	No information (No, NI)	1

[1] Sheridan Developmental Scale, Gesell Developmental Scale

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Has little notion of sharing" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1
"Understands sharing play things, sweets, etc." (Developmental Guidelines (P)	(NS;NI)	36-48 months	No information (No, NI)	1
"VII. SHARING 0. Negative or non-performance. 1. Shares only when demanded. 2. Shares whenever directed. 3. Shares whenever encouraged. 4. Shares voluntarily when included in the activity. 5. Initiates or agrees to cooperative use. 6. Shares even when not included in activity." (Y.E.M.R.) (CR)	Observe during daily tasks, if not observed consult other school personnel or set up structured situation. (O;T)	Social behavior area; status inherent in levels of items from non-performance to highly desirable performance.	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	
"II. Sharing 0. Negative of non-performance. 1. Shares only when forced. 2. Shares whenever directed. 3. Shares whenever encouraged. 4. Shares voluntarily when included in the activity. 5. Initiates or agrees to cooperative use. 6. Shares even when not included in activity." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed consult other school personnel or set up structured situation. (O;T)	Major area-social, topic-interpersonal relations; status inherent in levels of items.	Choose one level per item. If performance falls between two levels, use lower level. Performance level = sum of topic area scores; performance index = total sum divided by 10. (No, B)	

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[1] Sheridan Developmental Scale

General Category: Cooperation
Specific Category: Sharing

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"28. THE CHILD SHARES WITH OTHERS Will the child play with another child using or sharing the same materials? When asked, will the child share his toys/candies with other family members, other children, or other adults? Will the child share without being reminded?" (CAMS) (CR)	Placement test is administered in a quiet room with mother present. Mother is utilized as informant for items not testable in situation. (NS;T,P,SP)	Items are developmentally sequenced; item is #28 out of 40.	Yes, no; all questions must be passed for child to receive credit for the objective. (No, D)	
"Is willing or able to share toys, blocks, etc., without becoming angry or upset." (Carolina Developmental Profile) (P)	Teacher administers test items in a large room over several sessions. (O;T)	4-5 years	Can do, cannot do (No, D)	

General Category: Cooperation
Specific Category: Turn Taking

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Understands taking turns- Is able to await turn in games, refreshments, etc." (Koontz Child Developmental Program) (P)	Observe for 1 week (O;T,P,SP)	36 months	P/F (No, D)	
"Understands taking turns." (LAP) (P)	(NS;T)	36-48 months	+/- (No, D)	
"Will take turns." (Portage) (P)	(NS;T,P,SP)	2-3 years (#6 out of total 19 cards)	Entry behavior, date achieved (No, D)	
"Takes turns and shares. (Portage) (P)	(NS;T,P,SP)	4-5 years (card #9 out of total 12 cards)	Entry behavior, date achieved (No, D)	
"The child is willing to take his turn." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort Key item (NS;T,P)	36 months	Does, sometimes does, doesn't (No, D)	1
"Without adult prompting the child volunteers turns to other children who are waiting." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	60 months	Does, sometimes does, doesn't (No, L)	1
"The child takes turns in familiar situations when traded for something else; for example, he will trade	Parent and/or teacher Q-Sort (NS;T,P)	60-72 months	Does, sometimes does, doesn't (No, L)	1

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[1] Gesell, A. The First Five Years of Life.

General Category: Cooperation
Specific Category: Turn Taking

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
playing with a tricycle for playing with a wagon." (Project Vision Up) (P)				
"Waits turn" (Classroom Screening) (P)	Observe after first week of school (O;T)	No age	+, -, uninvolved, unsafe/destructive, disruptive (No, Q)	
"Understands waiting for or taking a turn." (Functional Profile) (P)	(NS;T,SP)	3-4 years #2 out of 7 items at this age level	Y, ?, N (No, D)	
"Takes turns" (Assessment Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	28-36 months	0, +, 1 (No, D)	
'Takes turns" (Marshalltown) (P)	(NS;T,P,SP)	30-36 months	Indicate if passed (No, D)	
Area: "Play" Item: "Understanding taking turns" (SEED) (P)	None. Parent report with parent present during assessment (O;SP)	36 months (concurrent with occasionally shares and trades)	+, -, PR, B, NA, R, NT (No, Q)	
'Takes turns" (Individual Assessment) (P)	Teacher observes (O;T)	48-60 months	Often, sometimes, rarely (No, L)	
'S 17. Is the child able to take turns? Although he may need some help, e understands the idea of waiting for someone else to go first; he is able to llow others to go first before he akes his turn 75% of the time." (Developmental Profile) (P)	By professional, semi-professional, parent interview, or self-administration (NS;T,P,SP)	2 1/2 to 3 years (Toddler III: 31-36 months)	Yes, no (Yes, D)	

General Category: Cooperation
Specific Category: Turn Taking

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Understands need for rules and fair play. Shares toys, etc., most of the time." (LDS, see Sharing) (P)	Observe (OR;T,SP)	2-3 years	X if observed (No, D)	
"Shares property with others." (CEEDI, PS 36, see Sharing) (P)	(O;SP)	4-5 years	P, NP, O, H (No, Q)	
"Plays successfully with other children by understanding the concept of sharing and taking turns." (Preschool Developmental Profile, see Sharing) (P)	Observe or ask parent (O;T,SP)	4 1/2 - 5 years	P, P/F, F (No, D)	
"Plays successfully with other children by understanding the concept of sharing and taking turns." (Preschool Developmental Profile, revised edition, see Sharing) (P)	Observe or ask parent (OR;T,SP)	4 1/2 - 5 years	"Pass if the child enters into some type of organized group activity, takes turns, and shares toys." (No, D)	
"4.29 Waits turn" (SDC) (P)	"do: observe the child during group situations when taking turns is likely." (OR;T,SP)	2-3 years	"The child is observed to wait his turn among 2-3 children for use of material, adult attention, or use of a physical space (i.e., the bathroom). criteria: 3/4 possible occurrences or 75% of the time." Scoring: +, ±, - (Yes, D)	
"Is willing to wait his turn." (Gesell) (P)	(NS;NI)	36 months	As part of best fit to age description (No, D)	

General Category: Cooperation
Specific Category: Turn Taking

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Takes turns" (BCP)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, 0	
"4.66 Waits turn in a game" (SDC) (P)	"do: observe the child while he is playing one game with one or more other children which entails taking turns." (OR;T,SP)	5 - 6 years	"The child is observed to wait for his appropriate turn and does not need to be told to wait. criteria: 90% of possible times to wait, during one game." (Yes, D)	
"21. TAKING TURNS 1. He frequently interrupts or pushes others to get ahead of them in an activity taking turns. 2. He attempts to take turn ahead of time but does not push or quarrel in order to do so. 3. He waits for turn, but teases or pushes those ahead of him. 4. He waits for turn or waits to be called on." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item. (No, B)	
"S-15.3 The student will be able to voluntarily take a turn and/or plan for cooperative use of materials." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation (No, Q)	

General Category: Cooperation
Specific Category: Turn Taking

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"39. THE CHILD DEMONSTRATES ABILITY TO TAKE TURNS Will the child wait his turn when playing with a group of children?" (CAMS) (CR)	Placement test is administered in a quiet room with mother present. Mother is utilized as informant for items not testable in this situation. (NS;T,P,SP)	Items are developmentally sequenced; item is #39 out of 40	Yes, no (No, D)	
"Takes turns." Description: "Waits for turn in group activity without becoming angry or upset." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions (O;T)	4-5 years	Can do, cannot do (NS, D)	

General Category: Cooperation
Specific Category: Borrow and Return

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Asks permission to use other's possession." (CEEDI, PS41) (P)	(NS;SP)	3-4 years	P, NP, O, H (No, Q)	1
"Initiates a recognizable word to obtain an object or activity from another child." (Individual Assessment) (P)	Teacher observes child (O;T)	24-36 months	Often, sometimes, rarely (No, L)	
Area: "Socialization" Item: "Respects property of others, i.e., knows which toys are his, which are anothers." (SEED) (P)	None; parent report with parent present during assessment (O;SP)	48 months	+, -, PR, B, NA, R, NT (No, Q)	
"S 21. Does the child show he knows that some things belong to other people by asking permission to use them rather than just taking them? Does he also know that the owner has first choice or may not let the child have it at all?" (Developmental Profile) (P)	By professional, semi-professional, parent interview, or self-administration (NS;T,P,SP)	3 to 3 1/2 years (Preschooler I: 37-42 months)	Yes or no (No, D)	
"4.49 Asks for toy rather than taking it" (SDC) (P)	Same as 4.30 (OR;T,SP)	4-5 years	"The child is observed to ask for toys from the other children rather than taking them or crying to get them. criteria: More than 75% of the possible occasions observed." Scoring: +,±,- (Yes, D)	

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[1] Developmental Profile (Alpern and Boll)

General Category: Cooperation
Specific Category: Borrow and Return

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Respects property" (LAP) (P)	(NS;T)	60-66 months	+/- (No, D)	
"Respects property rights" (Assessment Programming Guide) (P)	Teacher observes (O;T)	48-60 months	0, +, 1 (No, D)	
"Respects property and rights of others" (CEEDI) (P)	(O;SP)	5-6 years	P, NP, O, H (No, Q)	
"Respects property of others" (Individual Assessment) (P)	Teacher observes during group or free play (O;T)	60-66 months	Often, sometimes, rarely (No, L)	
"29. BORROWING 1. Frequently takes objects when in use by others. 2. Take others' objects when not in use. 3. Sometimes asks permission to use others' objects. 4. Usually asks permission to use others' objects. 5. Nearly always asks permission to use others' objects." (Cain-Levine) (S)	(NS;P) Parent interview	Social skills subscale, inherent in levels within items	Choose one level per item; subscale raw scores totaled and converted to age normed percentiles (No, B)	
"30. RETURNING PROPERTY When he has borrowed something he: 1. Rarely, if ever, returns property to owner. 2. Sometimes returns property to owner.	(NS;P) Parent interview	Social skills subscale, inherent in levels within items	Choose one level per item; subscale raw scores totaled and converted to age normed percentiles (No, B)	

General Category: Cooperation
Specific Category: Borrow and Return

K-3

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
3. Usually returns property to owner. 4. Nearly always returns property to owner." (Cain-Levine) (S)				
"3. BORROWING 1. He takes objects when in use by others without asking permission. 2. He sometimes asks permission to use other's objects. 3. He frequently asks permission to use other's objects. 4. He nearly always asks permission to use other's objects." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item. (No, B)	
"4. RETURNING PROPERTY When he has borrowed something- 1. He seldom attempts to return the property to its owner. 2. He occasionally attempts to return the property to its owner. 3. He frequently attempts to return the property to its owner. 4. He nearly always returns the property to its owner. (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item. (No, B)	
"Bargains with other children (e.g., if you let me have the swing, you can have	Teacher, specialist, and/or aides schedule	No age	Not displayed, 1/2,✓, H, E (Yes, L)	

General Category: Cooperation
Specific Category: Borrow and Return

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
the bike.)." (BCP) (CR)	observations. (O;T,SP)			
"VI. RESPECTING PROPERTY RIGHTS 0. Negative or non-performance. 1. Claims ownership mistakenly of objects similar to his own. 2. Recognizes fact of others' possessions. 3. Differentiates own possessions from those of others. 4. Respects others' property with reminders. 5. Respects own and others' property. 6. Encourages others toward proper respect of property." (Y.E.M.R.) (CR)	Observe during daily tasks; if not observed consult other school personnel or set up structured situation. (O;T)	Social behavior area; status inherent in levels of items from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	
"V. RESPECTING PROPERTY RIGHTS 0. Negative or non-performance. 1. Claims ownership of objects not his own. 2. Respects others' property only when directed. 3. Recognizes fact of others' possessions. 4. Respects own and others' property. 5. Encourages others to have proper respect of property. 6. Respects both individual and community property." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if behavior not observed, consult other personnel or set up structured situation. (O;T)	Major area = social, topic area = interpersonal relations; status inherent in levels of items.	Choose one level per item. Performance level = sum of topic area scores; performance index = total sum divided by 10. (No, B)	

General Category: Cooperation
Specific Category: Borrow and Return

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"32. THE CHILD RESPECTS THE RIGHTS OF OTHERS AND SELF Does the child know he should not take things that don't belong to him?" (CAMS) (CR)	Placement test is administered in quiet setting with mother present. Mother is utilized as informant for items not testable in this situation. (NS;T,P,SP)	Items are developmentally sequenced; item is #32 out of 40.	Yes,no (No, D)	
"Respects others' property rights." Description: Respects others' property rights by not taking others' belongings and returning borrowed objects." (Carolina Developmental Profile) (P)	Teacher administers test items in large room over several sessions (O;T)	5-6 years	Can do, cannot do (No, D)	

General Category: Cooperation
Specific Category: Cooperativeness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Accepts others' ideas and directions for play." (Individual Assessment) (P)	Teacher observes (O;T)	48-60 months	Often, sometimes, rarely (No, L)	
"Works well with other children" (Individual Assessment) (P)	Teacher observes (O;T)	36-48 months	Often, sometimes, rarely (No, L)	
"Gets along well in small groups" (LAP) (P)	(NS;T)	60-74 months	+/- (No, D)	
"The child generally gets along within a small group for a reasonable amount of time without fighting." (Project Vision-Up) (P)	Parent +/or teacher Q-Sort (NS;T,P)	60-72 months	Does, sometimes does, doesn't (No, L)	1
"Cooperates in group activities." (CEEDI, PS73) (P)	(O;SP)	6-7 years	P, NP, O, H (No, Q)	2
"S-7 To assist the student in developing impulse control." "S-7.4 The student will be able to occasionally put another person's wishes above his/her own, for example, will play a game chosen by another although the student chose a different activity." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation (No, Q)	

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[1] Gesell, et al., The First Five Years of Life

[2] Kohn and Silverman; PAR

General Category: Cooperation
Specific Category: Cooperativeness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Copes with criticism and teasing." (CEEDI, PS 56) (P)	(O;SP)	5-6 years	P, NP, O, H (No, Q)	1
"Accepts blame when at fault." (Individual Assessment) (P)	Teacher observes (O;T)	60-72 months	Often, sometimes, rarely (No, L)	
"The child cooperates with companions when playing and does what they ask within reason." (Project Vision-Up) (P)	Parent +/or teacher Q-Sort Key item (NS;T,P)	72 months	Does, sometimes does, doesn't (No, L)	2
"Plays with others with minimal friction." (Comprehensive Developmental Scale - MEMPHIS) (P)	(NI; NI)	4.0 years (48 months)	P/F (No, D)	
"Allows others to join in his play." (Individual Assessment) (P)	Teacher observes during group activity or free play. (O;T)	36 months	Often, sometimes, rarely (No, L)	
"Cooperates with others: Participates in cooperative activities." (Koontz Child Development Program) (P)	Observe for one week (O;T,P,SP)	36 months	P/F (No, D)	
"Child can give ideas to other children as well as go along with their ideas" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	

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[1] Santa Clara Unified School District Inventory of Social Development

[2] Gesell, A. et al., The First Five Years of Life

General Category: Cooperation
Specific Category: Cooperativeness

L-3

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
LDS (See Aggressiveness) (P)	(OR;T,SP)	48 months	(No, D)	
"Cooperates in group play" (Portage) (P)	(NS;T,P,SP)	4-5 years	Entry behavior, date achieved (No, D)	
"Plays cooperatively at preschool level." (Maxfield Buchholtz) (S)	Parent report (NS;P)	3-4 years	+, +F, +NO, ±, - "Is beginning to cooperate in various ways, such as the rocking boat, or in willingness to wait his turn. Plays circle games, participates with groups in rhythms." p. 35 (No, Q)	
"Interacts with others, keeping fighting or quarreling to minimum." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Cooperates" PAR) (P)	(NS;T,P,SP)	6.5 years	+, ±, -, N.O. "Conforms (as in Item 93) but as active collaboration rather than as mere concurrence. Proposes, initiates, assists in harmonious effort. Sacrifices in some degree his own wishes for benefit of group. May do so as leader or follower." (No, D)	
"Child gets willing cooperation from most other children" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	

General Category: Cooperation
Specific Category: Cooperativeness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Child is open to the ideas and suggestions of other children" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, Cooperation-Compliance vs. Anger-Defiance	1-7 (never - always) (No, L)	
"Cooperates with companions (more - G) (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No, NI)	1,2
"Gets along well in small groups" (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No, NI)	2
"24. THE CHILD COOPERATES WITH OTHER CHILDREN Is the child comfortable playing with one other child (smiles, does not withdraw)? Is the child comfortable in a group situation (smiles, does not withdraw)? Is the child capable of choosing a play activity with another child? Is the child able to play (without major disturbances) with another child for thirty minutes?" (CAMS) (CR)	Placement test administered in quiet room in presence of mother. Mother is utilized as informant for items not testable in the situation. (NS;T,P,SP)	Items are developmentally sequenced; item is #24 out of 40	Yes, no; all questions must be passed for child to receive credit for the objective (No, D)	

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[1] Sheridan Developmental Scale

[2] Gesell Developmental Scale

General Category: Aggression
Specific Category: Aggressiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"The child sometimes is able to settle quarrels by talking rather than by hitting or pushing." (Project Vision-Up) (P)	Parent +/or teacher Q-Sort (NS;T,P)	36 months	Does, sometimes does, doesn't (No, L)	1
"Verbal scolding replaces physical aggressiveness." Description: "By three, many children will have learned not to kick and fight. A child might instead scold another child who has taken his/her toy." (Early-LAP) (P)	None, other than description. By observation. (NS;NI)	36 months (Item #38)	Present/absent and comments (No, D)	2
"Little interest in what other children do or say but may hug them or push them out of the way as though they were physical objects." (Gesell) (P)	(NS;NI)	24 months	As part of best fit to age description (No, D)	
"Little social give and take but much physical snatch and grab accompanied by defending rights, by kicking and pulling hair which may end in hilarious scuffle." (Gesell) (P)	(NS;NI)	24 months	As part of best fit to age description (No, D)	
"The child may demonstrate very little interest in other children he is near, although he may push them out of the	Parent and/or teacher Q-Sort (NS;T,P)	24 months	Does, sometimes does, doesn't (No, D)	1

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[1] Gesell et al, The First Five Years of Life.

[2] Braza

General Category: Aggression
Specific Category: Aggressiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
way or hug them as though they were physical objects." (Project Vision-Up) (P)				
"Becomes aggressive with playmates" (LAP) (P)	(NS;T)	48-60 months	+/- (No, D)	
"Is alternately aggressive and coopera- tive with other children. Prefers groups of two or three. More strength n friendship for particular children." (LDS) (P)	"Look for child's reactions to group play." (OR;T,SP)	3-4 years	X for present (graph) (No, D)	
"4.56 Expresses anger verbally rather than physically." (SDC) (P)	"(report)" (OR;T,SP)	4-5 years	"The child is observed to express his anger verbally (e.g., 'I'm mad') instead of physically (e.g., hitting or kicking another child, damaging materials) on 75% of the possible occasions." (Yes, D)	
"Suggests turns but is often bossy in irecting others and is often silly in is play and may do things wrong urposefully." (Gesell) (P)	(NS;NI)	48 months	As part of best fit to age description (No, D)	
Bosses and criticizes" doesn't say whom) LAP) (P)	(NS;T)	54 months	+/- (No, D)	
Bosses and criticizes" (Functional Profile) (P)	(NS;T,SP)	4-5 years	Yes, ?, No (No, D)	

General Category: Aggression
Specific Category: Aggressiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Although the child often becomes bossy in directing others and often is silly in his play and does things wrong purposefully, he can change and demonstrate positive behavior." (Project Vision-Up) (P)	Parent +/or teacher Q-Sort (NS;T,P)	48 months	Does, sometimes does, doesn't (No, L)	1
"Although the child does make attempts at positive social interaction, he demonstrates very little social give and take. Much physical snatch-and-grasp may occur accompanied by defending his rights by kicking and pulling which may end in a shuffle." (Project Vision-Up) (P)	Parent and/or teacher Q-sort (NS;T,P)	24 months	Does, sometimes does, doesn't (No, L)	
"Snatches and grabs toys from other children." (Functional Profile) (P)	(NS;T,SP)	30-35 months Item #2 out of 5 at this age level	Yes, ?, No (No, D)	
"29. BORROWING 1. Frequently takes objects when in use by others. 2. Take others' objects when not in use. 3. Sometimes asks permission to use others' objects. 4. Usually asks permission to use others' objects.	(NS;P) Parent interview	Social skills subscale, inherent in levels within items	Choose one level per item; subscale raw scores totaled and converted to age normed percentiles (No, B)	

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[1] Gesell, A. et al. The First Five Years of Life.

General Category: Aggression
Specific Category: Aggressiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
5. Nearly always asks permission to use others' objects." (Cain-Levine, see Borrowing) (S)				
"3. BORROWING 1. He takes objects when in use by others without asking permission. 2. He sometimes asks permission to use other's objects. 3. He frequently asks permission to use other's objects. 4. He nearly always asks permission to use other's objects. (California Preschool Social Competency Scale, see Borrowing) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item. (No, B)	
"Hits another, making excuses to teacher when confronted with deed." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Hits another, voluntarily making excuses to third party (e.g., goes to teacher)." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Hits another, afterwards verbalizing reasons to the one hit." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Hits another and verbalizes while hitting." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	

General Category: Aggression
Specific Category: Aggressiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Verbalizes feelings to another, then hits him." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Verbalizes feelings to another without hitting." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No ages	Not displayed, 1/2, ✓, H, E (Yes, L)	
'Snatches and grabs toys" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1
'Has interest in acquiring possessions f others, but seldom plays with them" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1
'Has more disputes with others than at ny other age" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1

Gesell Developmental Scale

General Category: Aggression
Specific Category: Defend Possessions

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Begins to claim ownership of personal things." Description: "The child is beginning to call him/her self by name and to talk about things as 'mine.' They recognize that some things belong to them and they can distinguish between 'mine' and 'yours.' They are beginning to think of themselves as individuals." (No specific reference to peers) (Early-LAP) (P)	None, other than description. Observation (NS;NI)	24 months (Item #29)	Present, absent, comments (No, D)	1
"Stands up for own rights." (Individual Assessment) (P)	Teacher observes (O;T)	48 months	Often, sometimes, rarely (No, L)	
"Sense of ownership seen in resistance to sharing toys." (LDS) (P)	Observe (OR;T,SP)	18-24 months	X-observed (No, D)	
"Claims and defends ownership of certain articles." (LAP - Infant) (P)	(NS;T)	27 months	+/- (No, D)	
"The child claims and defends a possession from other children." (UPAS)(P)	(OR;T) Teacher notes whether the child physically or verbally defends his/her play materials from other children.	Level a. 1-3 years Level b. 3-4 years	YES "a. The child tries to keep the object non-verbally (e.g., pulling b. The child tries to keep the object verbally (e.g., 'Mine!')" NO "a. The child remains passive when object is removed, possibly crying.	

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[1] Braza

General Category: Aggression
Specific Category: Defend Possessions

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
			"b. The child does not defend a possession verbally." (No, D)	
"Little social give and take but much physical snatch and grab accompanied by defending rights, by kicking and pulling hair which may end in hilarious scuffle." (Gesell, see Aggressiveness) (P)	(NS;NI)	24 months	As part of best fit to age description. (No, D)	
"Demonstrates possessiveness: Claims desired objects as his own." (Koontz Child Development Program) (P)	Observe for one week (O;T,P,SP)	18 months	P,F (No, D)	
"Defends self when taken advantage of." (SEED) (P)	Observe (O;SP)	18 months	+, -, PR, B, NA, R, NT (No, D)	
"Child can be independent of adult in overcoming difficulties with other children or activities" (Kohn Social Competence Scale) (S)	Teacher rating based on past two weeks (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Defends own possessions with determination. Has strong feeling of ownership-Gesell Constantly refrains, 'It's mine.' " (Developmental Guidelines) (P)	(NS;NI)	24-29 months	No information (No, NI)	

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[1] Sheridan Developmental Scale; Gesell Developmental Scale

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Looks for or recognizes a friend." (Birth to Three) (P)	"Materials: None Procedure: Child is observed at birthday party, family gathering, or other social event." (OR;SP)	18-24 months	"Pass: Child seeks out a friend and avoids strangers, or child stares at a strange child before ignoring or approaching. Emerging: Examiner questions whether child recognizes a friend. Fail: None of the above." (No, D)	
"Shows new shoes, clothing, or toys to friends." (LAP-Infant) (P)	(NS;T)	27 months	+/- (No, D)	
"4.31 Names a friend" (SDC) (P)	"do: ask the child to name a friend Say: 'Who is your (best) friend?'" (OR;T,SP)	2-3 years	"The child will name at least one non-family peer by first name, or will point to a specific peer, within 1 minute of request. criteria: 1/1 minute Scoring: +, ±, - (Yes, D)	
"Prefers to play in a group of two or three children. Often chooses favorite companion of own sex." (Gesell) (P)	(NS;NI)	48 months	As part of best fit to age description (No, D)	
"Plays in groups of two to five. Friendships are becoming stronger." (Gesell) (P)	(NS;NI)	60 months	As part of best fit to age description (No, D)	

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Chooses own friends." (LAP) (P)	(NS;T)	60-74 months	+/- (No, D)	
"The child begins to choose a favorite companion of his own sex." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	48 months	Does, sometimes does, doesn't (No, D)	1
"The child plays in groups of two to five, and his friendships become stronger." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	60-72 months	Does, sometimes does, doesn't (No, D)	1
"The child attempts to seek out new friends in groups of children previously unfamiliar to him." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	72 months	Does, sometimes does, doesn't (No, D)	1
"Plays in groups of two to five, Friendships becoming stronger. Chooses own friends. Cooperates with companions." (LDS) (P)	"Look for child's reactions to group play." (OR;T,SP)	4-5 years	X for occurs (No, D)	
"S 28. Does the child have a friend to whom he will tell things he would not tell to parents or other adults? This does not mean merely acting silly with friends but rather telling secrets to another child that he does not want to	Professional, semi-professional, parent interview, or self-administration (NS;T,P,SP)	6 years (Primary Elementary I: 67-78 months)	Yes, no (No, D)	

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[1] Gesell et al., The First Five Years of Life.

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
talk about with adults." (Developmental Profile) (P)				
"S 29. Can the child visit and play at a friend's house without needing watching by an adult (except for once-in-a-while checking no more than every hour)? The friend should be no more than one year older than the child." (Developmental Profile) (P)	Professional, semi-professional, parent interview, or self-administration (NS;T,P,SP)	6 years (Primary Elementary I: 67-78 months)	Yes, no (Yes, D)	
"S 39. The child has a preferred play-mate." (UPAS) (P)	(OR;T) "Tester notes whether the child states a preference for and/or predominantly chooses one other child with whom to engage in activities."	5-6 years	YES "The child states a preference for and/or predominantly chooses one other child with whom to engage in activities." NO "The child does not state a preference and/or predominantly choose one other child with whom to engage in activities." (No, D)	
"Chooses own friends" (Functional Profile) (P)	(NS;T,SP)	5-6 years #3 out of 6 items at this age level	Y, ?, N (No, D)	
"Has special friends" (CEEDI, PS 52) (P)	(O;SP)	4-5 years	P, NP, O, H (No, Q)	

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Chooses own friends" (CEEDI, PS 69) (P)	(O;SP)	6-7 years	P, NP, O, H (No, Q)	1
Functional Profile (see Associative) (P)	(NS;T,SP)	3-4 years	(No, D)	
"S-14 To assist the student in achieving satisfying and mutually compatible friendships." "S-14.1 The student will be able to perform appropriate acts to gain the attention of adults, peers, members of the opposite sex within a peer group, etc." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"S-14.2 The student will be able to offer materials or services to friend(s) when prompted and/or independently." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"S-14.3 The student will be able to plan activities to benefit friend(s), i.e., 'I'll save this for ____.' '____ has not had a turn yet.'" (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	

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[1] Developmental Guidelines

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"S-14.4 The student will be able to engage in leisure-time activities with friend(s)." (IBAS) (CR)	(NS;T)	No age	Check approriate category for performance, decision, and explanation. (No, Q)	
"S-14.5 The student will be able to verbalize intimate concerns with friend(s)." (IBAS)(CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"Chooses own friends" (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No, NI)	1
CAMS (See Associative Play) (CR)	(NS;T,P,SP)	Items are developmentally sequenced	Yes, no (No, D)	

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[1] Sheridan Developmental Scale

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Assessment Behavior: Demonstrates affection. Definition: The infant smiles at, hugs, kisses, pats, or caresses an adult or other child." (EMI) (P)	Assessment: None Curriculum: "The parent and teacher should consistently demonstrate affection toward the infant. Affectionate behavior can also be encouraged by an adult's modeling with other objects, siblings, pets, etc." (OR;T)	12 months	Assessment: P/F Curriculum: "The infant will demonstrate affection to _____ in _____ out of _____ trials. Behavior ________." (Yes, D)	
"Assessment Behavior: Expresses compassion for other children Definition: When another child cries, the infant will cry, seek adult assistance, or make comforting gestures or sounds to the child." (EMI) (P)	Assessment: None Curriculum: "Elicitation of this behavior is more a matter of management than of specific instructional activities. "The teacher or adult may model comforting behaviors for a distressed infant, or may integrate compassionate behaviors with games involving caring for dolls." (OR;T)	14 months	Assessment: P/F Curriculum: "When another child cries, the infant expresses compassion in ____ out of ____ trials. (Yes, D)	
Area: "Socialization" Item: "Sympathetic toward other children, trying to help or comfort them." (SEED) (P)	None given for peer items other than parent report. Assessment by professional or para-	24 months (concurrent with parallel play)	+, -, PR, B, NA, R, NT (No, Q)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
	professional with parent present. (0;SP)			
"Shows affection for younger siblings." (LAP) (P)	(NS;T)	36-48 months	+/- (No, D)	
"The child shows protectiveness toward younger children and pets." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	60-72 months	Does, sometimes does, doesn't (No, L)	
"I am getting big enough to take care of younger children....sometimes I may even try to pick up some little child who weighs almost as much as I do, much to your dismay." (Early Developmental Identification Inventory) (P)	Parent report (0;P)	4 years	Yes/No, actual age of attainment (No, D)	
"Shows affection for babies, younger siblings." (Functional Profile) (P)	(NS;T,SP)	3-4 years #3 out of 7 items at this age level	Y, ?, N (No, D)	
"Is protective of younger children." (Assessment-Programming Guide) (P)	Teacher observes child's spontaneous behavior (0;T)	60-72 months	0, +, 1 (No, D)	
"Expresses liking for peer." (CEEDI, PS45) (P)	(0;SP)	4-5 years	P, NP, 0, H (No, Q)	
"Comforts playmate in distress" (LAP) (P)	(NS;T)	60-72 months	+/- (No, D)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Comforts playmates in distress" (Functional Profile)(P)	(NS;T,SP)	5-6 years (#5 out of 6 items at this age level)	Y, ?, N (No, D)	
P.S.5 "The child shows sympathy toward others." (Battelle Follow-up Assessment; item included on CEEDI) (P)	Observe the child to see if he demonstrates behavior indicative of concern over the welfare or comfort of a peer or an adult. For example, when a peer or an adult is in distress, feels sad or has been hurt, does the child respond by doing such things as trying to comfort him, giving him verbal reassurance, kissing him, offering him a toy to cheer him up, etc. (OR [Battelle]) (O;SP [CEEDI])	No age equivalent on Follow-Up Assessment. on CEEDI: 3-4 years (PS #38)	"Credit is given if the child usually gives a sympathetic response or shows concern when a familiar person is in discomfort." (No, Battelle) (No, Q; CEEDI)	1
"PS 11. The child recognizes other's	"Observe the child	No age equivalent given.	"Credit is given if the child	2

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[1] Developmental Guidelines, Early Childhood Education for Handicapped, Edgewood Independent School District. San Antonio, Texas.

[2] Preschool Attainment Record; Santa Clara Unified School District Inventory of Social Development, Santa Clara, California.

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
need for help and gives assistance." A-43 (Battelle Student Assessment Follow-up; included on CEEDI) (P)	when he sees that a peer, his teacher or another adult needs help with something. Note whether he offers and helps in small but useful ways without being asked to do so. For example, when the child sees the teacher or another child cleaning up a mess that has been made, does the child voluntarily begin to help?" (OR [Battelle]) (O;SP [CEEDI])	On CEEDI: 5-6 years (PS63)	typically recognizes another's need for help with little or no suggestion to do so." (No, Battelle) (No, Q; CEEDI)	
69. Consideration for Others (Circle only ONE) Usually tries to help other children do the right things.................. 5 Tries to get help for a child that is hurt or crying.................. 4 Apologizes or tries to do something nice when he/she has been unkind.................. 3 Comforts an unhappy person by hugging him/her, talking to him/her or offering something to make him/her feel better.................. 2 Helps caretaker perform small cooking or cleaning tasks.................. 1 Does not help others.................. 0 Other ______ (ABSI) (CR)	(NS;T,P)	No age	Circle one response (No, D)	
"S-5 To assist the student in becoming aware of others' feelings." "S-5.2 The student will be able to	(NS;T)	No age	Indicate appropriate category for performance, decision, and explanation (No, Q)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
show concern and sympathy by assisting someone who has fallen, for example, peer who is crying." (IBAS) (CR)				
"Protects other children and animals" (BCP) (CR)	Teacher, specialist, and/or aide schedule observations (O;T,SP)	No age	Not displayed, 1/2, √, H, E (Yes, L)	
"Offers help to others voluntarily" (BCP) (CR)	Teacher, specialist, and/or aide schedule observations (O;T,SP)	No age	Not displayed, 1/2, √, H, E (Yes, L)	
"Comforts playmates in distress" (BCP) (CR)	Teacher, specialist, and/or aide schedule observations (O;T,SP)	No age	Not displayed, 1/2, √, H, E (Yes, L)	
4.57 Offers assistance to peers" (SDC) (P)	"do: observe child for 3-hour period while he is around other children" (OR;T,SP)	4-5 years	"The child is observed offering assistance to a peer (e.g., picking him up, helping with adjusting clothes, helping complete a task) at !ease once during a 3-hour period while near other children." (Yes, D)	
'33. OFFERING ASSISTANCE 1. Does not offer assistance to others. 2. Occasionally offers assistance to others. 3. Frequently offers assistance	Parent interview (NS;P)	Initiative subscale	Choose one level; total subscale raw scores, convert to percentile norms (No, B)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
to others. 4. Nearly always offers assistance to others. (Cain-Levine) (S)				
"6. HELPING OTHERS When another child is having difficulty (such as using equipment, dressing)-- 1. He never helps the other child. 2. He helps another child only when they are playing together. 3. He sometimes stops his own play to help another child. 4. He frequently stops his own play to help another child. (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels of items	Choose one level per item (No, B)	
"4.3.1.9 Gives assistance when asked." (Minimum Objective System) (CR)	(NS;T)	No age	M-4, A-3, 2, 1, NA-0, F (Yes, Q)	
"34. HELPING OTHERS 1. Never helps other children. 2. Helps another child only when they are playing together. 3. Sometimes stops his own play to help another child. 4. Usually stops his own play to help another child." (Cain-Levine) (S)	Parent interview, (NS;P)	Social skills subscale	Choose one level per item; total subscale raw scores, convert to percentile age norms (No, B)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"7.(E) Wants to help younger child or adult with activity." Example: "tries to help caregiver with dishes or cleaning; helps a younger or slower child walk by holding his hand or by helping him carry something." (Collier-Azusa) (P)	Observe for at least two weeks. Recommend consensus of multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	48 months	Pass if occurs spontaneously and is generalized (Yes, D)	
"Child is willing to turn to other children for help and assistance" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Shows affection for younger siblings" (Developmental Guidelines (P)	(NS;NI)	36-48 months	No information (No, NI)	1
"Tender and protective toward younger children and pets" (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No, NI)	1
"Comforts playmates in distress" (Developmental Guidelines (P)	(NS;NI)	48-60 months	No information (No, NI)	1
"III. RECEIVING HELP 0. Negative or non-performance. 1. Accepts help only when imposed. 2. Accepts help when encouraged. 3. Recognizes need for and accepts help. 4. Recognizes need for help usually and requests assistance.	Observe during daily tasks; if not observed consult other school personnel or set up structured situation (O;T)	Social behavior subscale; status inherent in items from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added and a habilitation index is derived from conversion table. (No, B)	

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[1] Sheridan Developmental Scale

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
5. Selects appropriate sources for help independently. 6. Encourages peers to secure appropriate sources for help." (Y.E.M.R.) (CR)				
"VIII. CONSIDERATION FOR OTHERS 0. Negative or non-performance. 1. Shows consideration for others only when directed. 2. Shows consideration for others whenever reminded. 3. Shows consideration usually for friends only. 4. Shows consideration always for friends. 5. Shows consideration for others. 6. Encourages and instructs peers to display consideration towards others." (Y.E.M.R.) (CR)	Observe during daily tasks; if not observed consult other school personnel or set up structured situation (O;T)	Social behavior area; status inherent in levels of item from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	
"X. COMPASSION 0. Negative or non-performance. 1. Responds seldom in situations which normally elicit feelings of compassion. 2. Responds occasionally by changing facial expression. 3. Demonstrates awareness of the feelings of others when playing. 4. Responds with warmth and kindness to an individual or a group.	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Social behavior area; Status inherent in levels of item from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	

General Category: Friendship and Prosocial Behavior
Specific Category: Prosocial Behavior

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
5. Identifies with feelings of others and those less capable. 6. Persuades individual or group to show affection and kindness to others." (Y.E.M.R.) (CR)				
"III. RECEIVING HELP 0. Negative or non-performance. 1. Accepts help only when imposed. 2. Accepts help when encouraged. 3. Recognizes need for and accepts help. 4. Recognizes need for help and requests assistance. 5. Selects appropriate sources for help. 6. Encourages peers to obtain appropriate sources for help." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Major area - social, topic area - interpersonal relations; status inherent in levels of items	Choose one level per item. Performance level = sum of topic area scores; performance index = total sum divided by 10. (No, B)	
IV. CONSIDERATION FOR OTHERS 0. Negative or non-performance. 1. Shows consideration for others only when forced. 2. Shows consideration for others whenever reminded. 3. Shows consideration usually for friends. 4. Shows consideration always for friends. 5. Shows consideration for others. 6. Encourages and instructs peers to display consideration towards others." reschool and Kindergarten Perform- nce Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Major area - social, topic area - interpersonal relations; status inherent in levels of items	Choose one level per item. Performance level = sum of topic area scores; performance index = total sum divided by 10. (No, B)	

General Category: Initiation and Response
Specific Category: Initiation

Q-1

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Initiates social contacts with peers in play" (CEEDI, PS 16) (P)	(O;SP)	12-17 months	P, NP, O, H (No, Q)	1
"Initiates contacts and interactions with peers." (CEEDI, PS 60) (P)	(O;SP)	5-6 years	P, NP, O, H (No, Q)	2
"4.30 Initiates peer contact" (SDC) (P)	"do: observe the child for 10 minutes (of 10 second intervals during a free play situation with 4 or more children) Note: see free play observation (OR;T,SP)	2-3 years	"The child is observed to initiate peer contact by touching another child in a positive manner (e.g., hug, kill, pat) or giving a material to another child. criteria: At least twice during a 10-minute observation period." Scoring: +, ±, - (Yes, D)	
"Approaches a young child" (Early Intervention Developmental Profile, revised edition) (P)	"Administer as in Item 154" (See Miscellaneous, Other). (OR;T,SP)	16-19 months	"Pass if the child physically approaches the unknown child by moving to him/her, reaching or touching him/her, giving him/her a toy, making eye contact, or 'talking' to the child. Any of the above could be used to pass the item." (No, D)	

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[1] Developmental Guidelines; Early Childhood for Handicapped, Gesell Developmental Schedule

[2] White & Watts, "Manual ..."

General Category: Initiation and Response
Specific Category: Initiation

Q-2

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"32. INITIATING PLAY 1. Does not seek other children to play with. 2. Occasionally seeks other children to play with. 3. Frequently seeks other children to play with. 4. Nearly always seeks other children to play with. (Cain-Levine) (S)	Parent Interview (NS;P)	Initiative subscale; status inherent in ordering of responses within items	Level of item reported; subscale raw scores total and converted to age normed percentiles (No, B)	
"9. INITIATING GROUP ACTIVITIES 1. He nearly always initiates activities which are solely for his own play. 2. He initiates his own activities and allows one child to join him. 3. He sometimes initiates activities which include two or more children. 4. He frequently initiates activities which are of a group nature." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (No, B)	
"8. INITIATING INVOLVEMENT When other children are involved in an activity which permits the inclusion of additional children-- 1. He seldom initiates getting involved in the activity. 2. He sometimes initiates getting involved in the activity. 3. He frequently initiates getting involved in the activity.	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (No, B)	

General Category: Initiation and Response
Specific Category: Initiation

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
4. He nearly always initiates getting involved in the activity. (California Preschool Social Competency Scale) (S)				
"S-6 To assist the student in developing self-confidence." "S-6.1 The student will be able to participate in and/or initiate individual or group activities (where success is certain) when provided repeated encouragement." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"S-6.2 The student will be able to participate in and/or initiate individual or group activities (where success is certain) when provided repeated encouragement." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"S-6.4 The student will be able to initiate group activity and conversations." (IBAS) (CR)	(NS;T)	No age	Check appropriate category for performance, decision, and explanation. (No, Q)	
"Serves as leader in peer relationships." (CEEDI, PS50) (P)	(O;SP)	4-5 years	P, NP, O, H (No, Q)	1

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[1] Kohn and Silverman, Competence Rating Scale for Pre-School Children; White & Watts

General Category: Initiation and Response
Specific Category: Initiation

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Initiates ideas for play accepted by others" (Individual Assessment) (P)	Teacher observes (O;T)	48 months	Often, sometimes, rarely (No, L)	
"10. GIVING DIRECTION TO PLAY When playing with others-- 1. He typically follows the lead of others. 2. He sometimes makes suggestions for the direction of the play. 3. He frequently makes suggestions for the direction of the play. 4. He nearly always makes suggestions for the direction of the play. (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within item	Choose one level per item (No, B)	
"Occasionally starts group activities." (ABSI) (CR)	(NS;T,P)	Section IV, Self-direction, #66 Initiative, #6 out of 7 items	If present (No, D)	
"Invites another person to engage in an activity" (Minimum Objective System) (CR)	(NS;T)	No age	M-4, A-3, 2, 1, NA-0, F (Yes, Q)	
"Leads peer group in various play and and work activities" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Initiates a compromise to resolve conflict with peer" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	

General Category: Initiation and Response
Specific Category: Initiation

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Assumes leadership role in classroom activities (social and/or academic)." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedure. (OR;T)	No age	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Approaches a group of classmates (involved in a task or activity) and attempts to become involved." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures (OR;T)	No age	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"7.(A) Seeks out another person for play or activity." Example: "Pulls at caregiver or child to play patty-cake or ball" (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	48 months	Pass if occurs spontaneously and is generalized (Yes, D)	
"In play with other children, child can shift between leading and following, depending on the demands of the situation" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Other children copy this child's ideas for play" (Kohn Social Competence Scale) (S)	Teacher rating (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
Kohn Social Competence Scale (See Cooperativeness, gives ideas) (S)	(NS;T)	Positive loading on Factor I; Interest-Participation vs. Apathy-Withdrawal	(No, L)	

General Category: Initiation and Response
Specific Category: Initiation

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Child succeeds in getting others interested in what he/she is doing" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Child easily gets attention of other children" (Kohn Social Competence Scale)(S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Child's ideas have impact on many children in the classroom" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"IV. MARCHING 6. Leads others skillfully both verbally and gesturally." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation. (O;T)	Highest level within this item; Major area - physical, topic area - gross motor skills	Choose one level per item (No, B)	
"21. THE CHILD APPROACHES AND RESPONDS TO OTHER CHILDREN Will the child approach a group of children? Will the child respond to the group by asking questions, or playing with children in the group?" (CAMS) (CR)	Placement test is administered to child in quiet room with mother present. Mother is utilized as informant for items not testable in this setting. (NS;T,P,SP)	Items are developmentally sequenced, item is #21 out of 40.	Yes, no; child must pass both questions to be given credit for the objective (No, D)	

General Category: Initiation and Response
Specific Category: Imitation

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Imitates play of others" (Infant-Parent Training Program Check-list) (P)	NS; if item not observed, teacher designs situation to test behavior; T	10-12 months	Check if clearly demonstrated (No, D)	
"Imitates another child at play" (CEEDI, PS17) (P)	(O;SP)	12-17 months	P, NP, O, H (No, Q)	1
"Imitates play activity of others - after seeing another child play, will imitate that activity" (Koontz Child Development Program) (P)	Observe for 1 week (O;T,P,SP)	27 months	P/F (No, D)	2
"Imitates another child at play" (Portage) (P)	(NS;T,P,SP)	0-1 year (#22 out of total 23 cards)	Entry behavior, date achieved (No, D)	
"Imitates another child at play" (Portage) (P)	(NS;T,P,SP)	1-2 years (#6 out of total 15 cards)	Entry behavior, date achieved (No, D)	
Callier-Azusa (See Onlooker) (P)	(O;T,P,SP)	24 months	(Yes, D)	
Callier-Azusa (See Parallel Play) (P)	(O;T,P,SP)	42 months	(Yes, D)	

[1] Portage Project Checklist

[2] Gesell Developmental Scale (1949) or experts

General Category: Initiation and Response
Specific Category: Response

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Laughs at other babies, games, toys (moving doll or puppet)" (Communication scale, Infant-Parent Training Program Checklist) (P)	NS; if item not observed, teacher designs situation to test behavior; T	4-6 months (L-language comprehension)	Check if clearly demonstrated. (No, D)	
"Assessment Behaviors: Responds to gestures of other children. Definition: The infant will respond to the gestures of other children by demonstrating a change of behavior." (EMI) (P)	Assessment: None Curriculum: "The adult should attempt to ensure the company of other children for the infant. Children above the age of three are most likely to take an interest in the infant, to stimulate him through gestures and play. "If the infant has brothers or sisters, he should be exposed to their presence consistently. Siblings or other children may be involved in playing peek-a-boo, pat-a-cake, "so big," or finger play games with the infant. "The teacher may have other children play with a pounding bench toy or telephone toy-providing the infant with opportunities to 'take a turn' with the toy." (OR;T)	8 months	Assessment: P/F Curriculum: 'The infant will respond to the gestures of other children in ____out of____trials." (Yes, D)	

General Category: Initiation and Response
Specific Category: Response

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Responds differentially to young children" (Early Intervention Developmental Profile, revised edition) (P)	"Observe the child's behavior when another young child is brought into the child's presence." By interdisciplinary team members (OR;T,SP)	12-15 months	P, P/F, F, 0 "Pass if the child stares at, approaches, smiles at, jabbers to, or otherwise clearly acknowledges interest in the introduced child. Pass also if the parent reports this behavior. Do not pass if the child reacts negatively to other children." (No, D)	
"Responds positively to initiations of other children." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	No age	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Engages in verbal social exchanges with a classmate(s)." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	No age	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Engages in long conversations (30 seconds or more)." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	No age	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
Kohn Social Competence Scale (See Initiation, follower) (S)	(NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	(No, L)	
CAMS (See Parallel Play) (CR)	(NS;T,P,SP)	Items are developmentally sequenced	Yes, no (No, D)	
CAMS (See Initiation) (CR)	(NS;T,P,SP)	Items are developmentally sequenced	Yes, no (No, D)	

General Category: Miscellaneous
Specific Category: Competitiveness

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Spurred on in activity by rivalry." (Gesell) (P)	(NS;NI)	60 months	As part of best fit to age description (No, D)	
"Is spurred on in various activities by competition of other children of approximately the same age and group." (Maxfield Buchholz[1]) (S)	Parent report (visually impaired) (NS;P)	IV-V	+, +, +N.O., ±, - "Does his best to win the game, jump the highest, and so forth." (No, Q)	
"Is competitive in games." (Functional Profile) (P)	(NS;T,SP)	4-5 years #1 out of 6 items at this age level	Y, ?, N (No, D)	
"Plays (e.) competitively." (PAR) (P)	(NS;T,P,SP)	6 years, 5 months	+, ±, -, N.O. "Competes in games or actions which call for skill endurance, winning, striving, achieving, such as tag, hop scotch, gymnastics. Play may be singly or with others but the aim is to demonstrate excellence, courage, endurance, coordination. Also simple stages of socially organized games as touch ball, musical chairs, ring-around with or without adult oversight." (No, D)	
"The child may be spurred on in play activities by rivalry with other children." (Project Vision-Up) (P)	Parent and/or teacher Q-Sort (NS;T,P)	60 months	Does, sometimes does, doesn't (No, L)	
"Plays active games competitively." (Assessment Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	60-72 months	0, +, 1 (No, D)	
"7.(B) Wants to win games." Example: "pleased by winning prize, being applauded, or being first." (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	48 months	Pass if occurs spontaneously and is generalized. (Yes, D)	

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[1] Gesell et al., The First Five Years of Life.

General Category: Miscellaneous
Specific Category: Other (greet peers)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Greets peers with clues" (Portage) (P)	(NS;T,P,SP)	1-2 years (card #10 out of total 15 cards)	Entry behavior, Date Achieved (No, D)	
"Greets adults, peers" (Classroom Screening) (P)	Teacher observes child 2-4 weeks after start of school during daily routine. (O;T)	No age equivalent; included under arrival/separation	+ skill present; - skill not present; 1 uninvolved; 2 unsafe/destructive; 3 disruptive. (No, Q)	
"GREETING NEW CHILD When a new child joins the group-- 1. He inadvertently physically overpowers child in greeting him (i.e., hugs, bumps, pulls). 2. He makes a limited and brief physical contact (i.e., pats, pokes, rubs) with child and some verbal contact. 3. He usually makes verbal contact and sometimes touches child. 4. He nearly always makes verbal contact with child without physical contact." California Preschool Social Competency cale) (S)	Teacher rating (NS;T)	Inherent in levels within item	Choose one level per item (No, B)	
"18. THE CHILD GREETS CHILDREN AND ADULTS When reminded will the child greet people by saying, "Hello" or "Hi"? Does the child greet others without being reminded?" (CAMS) (CR)	Placement test is administered in quiet room with mother present. Mother is utilized as informant for items not testable in this setting. (NS;T,SP)	Items are developmentally sequenced; item is #18 out of 40	Yes, no (No, D)	

General Category: Miscellaneous
Specific Category: Other (jealousy)

V-1

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Is jealous of attention given to others" (Assessment-Programming Guide) (P)	Teacher observes child's spontaneous behavior. (O;T)	20-24 months	0, +, 1 (No, D)	
"Assessment Behavior: Demonstrates jealousy. "Definition: "When a parent shows exclusive attention to another infant or sibling, the infant increases attention-getting behavior or exhibits negativism." (EMI) (P)	Assessment: None Curriculum: "The behavior cannot be taught, but may be evaluated." (OR;T)	21 months	Assessment: P/F Curriculum: "When a parent shows exclusive attention to another child in the infant's presence, he will change behaviors in ____ out of ____ trials. Response: ______________________." (Yes, D)	
Callier-Azusa (See Sharing) (P)	(O;T,P,SP)	42 months	(Yes, D)	
"Resentful of attention shown to other children" (Developmental Guidelines) (P)	(NS;NI)	24-29 months	No information (No, NI)	

General Category: Miscellaneous
Specific Category: Other (verbal expression)

W-1

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Knows names of playmates" (SEED) (P)	Observe (O;SP)	24 months	+, -, PR, B, NA, R, NT (No, Q)	
"INDICATING WANTS 1. Does not indicate, even by gestures, that he wants someone to share something with him. 2. Indicates by gesture and limited speech but does not name object (i.e., 'I want,' 'Give me.') 3. Indicates that he wants someone to share with him by naming objects. 4. Uses complete sentence to express his desire for someone to share with him." (Cain-Levine) (S)	Parent interview (NS;P)	Communication subscale, status inherent in ordering of responses in all items	Level of item reported; subscale raw scores totaled and converted to age normed percentile. (No, B)	
"USING NAMES OF OTHERS 1. Uses no proper names in interacting with those children around him. 2. Uses the names of no more than five children or adults. 3. Uses the names of from five to ten children. 4. Uses the names of virtually all children and adults." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (Yes, B)	
"MAKING EXPLANATION TO OTHER CHILDREN When attempting to explain to another child how to do something (put things together, play a game, etc.)-- 1. He is unable to do so.	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (No, B)	

General Category: Miscellaneous
Specific Category: Other (verbal expression)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
2. He gives an incomplete explanation. 3. He gives a complete but general explanation. 4. He gives a complete explanation with specific details." (California Preschool Social Competency Scale) (S)				
"COMMUNICATING WANTS 1. He seldom verbalizes his wants; acts out by pointing, pulling, crying, etc. 2. He sometimes verbalizes but usually combines actions with words. 3. He usually verbalizes but sometimes acts out his wants. 4. He nearly always verbalizes his wants." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (No, B)	
"Apologizes without being reminded" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Verbalizes feelings of anger with other students/teacher" (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Child feels comfortable enough with other children to be able to express his/her own desires or opinions" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	

General Category: Miscellaneous
Specific Category: Other (verbal expression)

W-3

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"I. INTELLIGIBLE SPEECH 0. Negative or non-performance. 1. Can be understood when listener knows what is being discussed. 2. Can be understood only when gestures and words are combined. 3. Can be understood, but often displays frequent sound omissions. 4. Can be understood by peers in restricted discussion. 5. Can be understood by peers in unrestricted discussion. 6. Can be understood easily by children and adults." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Major area - intellectual, topic area - communication; status inherent in levels within items.	Choose one level per item (No, B)	
"II. CONVERSATION 0. Negative or non-performance. 1. Listens to, but does not engage in conversation. 2. Limits himself to direct response to questions. 3. Engages in limited conversation only with a familiar person. 4. Engages in dialogue with peer. 5. Engages in group conversation. 6. Engages in and initiates conversation on a variety of subjects." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Major area - intellectual, topic area - communication; status inherent in levels of items.	Choose one level per item (No, B)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"S.9 Is the child interested in things or games other children like? He may not be able to share and take turns with other children but he likes their toys and games." (Developmental Profile) (P)	Can be administered by any professional, by self-administration, or by parent interview. Person should be sufficiently well-acquainted with child. (NS;T,P,SP)	1-1 1/2 years (Infant II: 13-18 mo.)	Yes or No (0=fail; # of months-e.g., 2 or 4 mo. - circled for pass) Basal level = highest level where all items are passed. Basal credit = # of months credit/item is added. Months for items beyond basal are added. DA = sum of all item/month credits. IQ Equivalency = Divide academic age (months on the academic subscale) by C.A. in months and multiply by 100. (No, D)	
"S.26 Boys: Does the boy engage in bike riding, ball-throwing, playing at a creek or woods or field, or hiking in a loosely-organized boy group? Girls: Does she play with girlfriends at least once a week in some activity like house, shopping, or nurse? No rules or scores are needed, and the activity is just one where the child prefers to be with friends of his or her own sex." (Developmental Profile) (P)	NS Can be administered by any professional, by self-administration, or by parent interview. Person should be sufficiently well-acquainted with child. (NS;T,P,SP)	5 years (Preschooler III: 55-66 months)	Yes or No (Yes, D)	
"Enjoys floor play with blocks, boxes, toy trains alone or with others" (LAP) (P)	(NS;T)	36-48 months	+/- (No, D)	
"Outdoor play better sustained than indoor" (LDS) (P)	Observe (OR;T,SP)	72 months	X if observed (No, D)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Enjoys going to park to see other children or to play with equipment" (Developmental Guidelines) (P)	(NS;NI)	30-35 months	No information (No, NI)	1
"Enjoys floor play with bricks, boxes, toy trains, etc." (Developmental Guidelines) (P)	(NS;NI)	36-48 months	No information (No, NI)	2
"1. Physical activities involving the entire body where child uses equipment (e.g., jungle gym, swinging, bike riding, climbing, bouncing or throwing ball)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"2. Physical activities involving the entire body where child does not use equipment (e.g., exercising, running, jumping, skipping) (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

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[1] Gesell Developmental Scale

[2] Sheridan Developmental Scale

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"3. Physical activities involving principally the hands where child is constructing something in a defined way (e.g., puzzles, blocks, beads, pegboard, hammer)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"4. Physical activities involving principally the hands where child is not constructing something; activity may involve objects that move (e.g., cars, motor toys, pull toys) or don't move (e.g., dolls, miniature animals)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"5. Receptive language activities (e.g., listening to stories, listening to records of stories, looking at pictures, reading books)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"6. Productive language activities (e.g., telling stories, playing sound and rhyme games, working with letters or word puzzles, writing letters and words)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"7. Number activities (e.g., counting, working with a clock, counting frame, dominoes, working with number games or puzzles)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"8. Activities involving the physical world (e.g., animals, nature, plants, gardening, magnifying glass)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale 1, Peer group preference: physical and academic activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
" 9. Role-playing as mother or father (e.g., homemaking, child care, gardening, shopping, repairing things)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale m, Peer group preference: role playing and fantasy	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"10. Role-playing in a vocational role (e.g., doctor, dentist, teacher)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale m, Peer group preference: role playing and fantasy	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"11. Role-playing as another child or baby" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale m, Peer group preference: role playing and fantasy	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"12. Role-playing as a fantasy character or animal (e.g., imaginary character, TV or story character)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale m, Peer group preference: role playing and fantasy	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"13. Producing music or rhythm (e.g., singing, reciting nursery rhymes or poems, playing an instrument, dancing, beating time)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale n, Peer group preference: music and art activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	
"14. Listening to music or rhythm (e.g., listening to records, musical instruments, or songs)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale n, Peer group preference: music and art activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

General Category: Miscellaneous
Specific Category: Other (activity interests)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"15. Art activities (e.g., drawing, painting, coloring, finger painting, pasting, using scissors, working with clay and sand)" (CIRCUS A Activity Inventory) (CR)	Teacher rating following opportunity to observe child for several weeks; consider only activities in which child is free to choose among many available activities (O;T)	Scale n, Peer group preference: music and art activities	"Child usually engages in activity: 1. alone 2. with 1 other child 3. with 2 or 3 other children 4. with 4 or more other children" (No, L)	

General Category: Miscellaneous
Specific Category: Other (rules and fair play)

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Understands need for rules and fair play" (LAP) (P)	(NS;T)	60-74 months	+/- (No, D)	
"Understands need for rules and fair play " (LDS) (P)	Observe (OR;T,SP)	60 months	X for passed (No, D)	
"Adjusts readily to group situation involving some conformity to rules." (Maxfield Buchholz) (S)	Parent report (NS;P)	4-5 years	+, +F, +NO, ±, - Without too much difficulty, child accepts limits or regulations in a relatively well-structured situation, such as nursery school or on a shopping trip. (No, Q)	
"Understands needs for rules and fair play." (Functional Profile) (P)	(NS;T,SP)	5-6 years #4 out of 6 items at this age level	Y, ?, N (No, D)	
"Understands need for rules and fair play" (Developmental Guidelines) (P)	(NS;NI)	48-60 months	No information (No, NI)	1

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[1] Sheridan Developmental Scale

General Category: Miscellaneous
Specific Category: Other

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Physical play preferred. Compares self with friends. Shows off." (Early Identification Developmental Inventory) (P)	Parent record (O;P)	4 years	Yes/No, Age of Attainment (No, D)	
"4.47 Plays with children of other social and ethnic backgrounds" (SDC) (P)	Same as 4.30 (OR;T,SP)	4-5 years	"The child is observed to play with children who have different physical characteristics (including handicaps) or racial characteristics without observable resistance to the situation and without placing over-emphasis on the differences, when there is an opportunity. criteria: More than 50% of observed time (intervals)" (Yes, D)	
"Sex lines not sharply drawn" (LDS) (P)	Observe (OR;T,SP)	72 months	X for pass (No, D)	
"29. UNFAMILIAR SITUATIONS 1. He restricts himself to activities in which he has previously engaged. 2. He joins in an activity which is new for him only if other children are engaged in it. 3. He joins with other children in an activity which is new to everyone. 4. He engages in an activity which is new for him even though other children are not involved." (California Preschool Social Competency Scale) (S)	Teacher rating (NS;T)	Inherent in levels within items	Choose one level per item (No, B)	

General Category: Miscellaneous
Specific Category: Other

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Uses peers as resources." (CEEDI, PS 61) (P)	(O;SP)	5-6 years	P, NP, O, H (No, Q)	1
"Unoccupied Behavior: Child occupies himself with watching anything that happens to be of momentary interest." (Individual Assessment) (P)	Observe during group or free play (O;T)	6 - 12 months	Often, sometimes, rarely (No, L)	
"Disapproves of offensive peer behavior by ignoring or actively discouraging it." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, ✓, H, E (Yes, L)	
"Behaves in a courteous manner to peers and staff (e.g., offers seat, steps aside to let others pass)." (BCP) (CR)	Teacher, specialist, and/or aides schedule observations. (O;T,SP)	No age	Not displayed, 1/2, , H, E (Yes, L)	
"Toy mediated play with peers" (Infant- Parent Training Program Checklist) (P)	(NS;T) If item is not observed teacher designs situation to test behavior.	7-9 months	Check if clearly demonstrated (No, D)	
"17.(B) Selects playmates of same sex." (Callier-Azusa) (P)	Observe for at least two weeks. Recommend consensus by multiple persons familiar with child (e.g., teacher, aides, parent, specialists) (O;T,P,SP)	54 months	Pass if occurs spontaneously and is generalized. (Yes, D)	

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[1] White & Watts

General Category: Miscellaneous
Specific Category: Other

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"I. RELATING TO CHILDREN 0. Negative or non-performance. 1. Is occasionally indifferent to others. 2. Is aware and shows interest in others. 3. Tries to establish a pattern of relationship with one or two peers. 4. Establishes definite relationship with one or two peers. 5. Has a give-and-take relationship with the peer group. 6. Has a give-and-take relationship with other groups in other situations." (Y.E.M.R.) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Social behavior; area status inherent in levels of items from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	
"V. PARTICIPATING IN LUNCH TIME ACTIVITIES 0. Negative or non-performance. 1. Passes items only when directed and assisted. 2. Passes items when directed by adult. 3. Passes items when requested by peers. 4. Passes items as part of routine. 5. Anticipates and attends to needs of peers. 6. Encourages and instructs peers to participate appropriately." (Y.E.M.R.) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation (O;T)	Social behavior area; status inherent in levels of items from non-performance to highly desirable performance	Choose one level per item. If performance falls between two levels, use lower level. Major area scores are added, and a habilitation index is derived from conversion table. (No, B)	

General Category: Miscellaneous
Specific Category: Other

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"I. RELATING TO CHILDREN 0. Negative or non-performance. 1. Shows interest in others only when prompted. 2. Is aware of and shows interest in others. 3. Tries to establish a relationship with one or two peers. 4. Establishes definite relationship with the peer group. 5. Has a give-and-take relationship with the peer group. 6. Has a give-and-take relationship with groups other than peers." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation. (O;T)	Major area - social, topic - interpersonal relations; status inherent in levels of items	Choose one level per item; performance level = summed score of topic areas; performance index = total sum divided by 10. (No, B)	
"I. HAZARD AWARENESS 6. Is responsibile for own safety and is concerned about others." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation. (O;T)	Highest level within this item; major area - social, topic area - safety	Choose one level per item; performance level = sum of topic area scores, performance index = total sum divided by 10. (No, B)	
"II. GROUP ACTIVITIES 6. Guides others to participate positively." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other school personnel or set up structured situation. (O;T)	Highest level within this item; major area - social, topic area - safety	Choose one level per item (No, B)	

General Category: Miscellaneous
Specific Category: Other

SOCIAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"III. IN CLASSROOM 6. Is responsible for own safety and cues others." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if behavior not observed consult other school personnel or set up structured situation. (O;T)	Highest level within this item; major area - social, topic area - safety	Choose one level per item (No, B)	
"IV. SHARP INSTRUMENTS: KNIVES OR POINTED OBJECTS 6. Encourages others to show caution." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other personnel or set up structured situation (O;T)	Highest level within this item; major area - social, topic area - safety	Choose one level per item (No, B)	
"V. WHEELED EQUIPMENT 6. Encourages others to use equipment appropriately." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other personnel or set up structured situation (O;T)	Highest level within this item; major area - social, topic area - safety	Choose one level per item (No, B)	
"II. PLEASURE 5. Plans for pleasurable activity with concern for group or other individual." (Preschool and Kindergarten Performance Profile) (CR)	Observe during daily tasks; if not observed, consult other personnel or set up structured situation (O;T)	Major area - social, topic area - emotional behavior, level 5 out of 6 levels	Choose one level per item (No, B)	

General Category: Social Participation
Specific Category: None

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Play or remain by himself rather than with other children?" (Devereux) (C)	Observe for two weeks. (O;T,P)	None given	1 - 5 (Never - very frequently) (No, L)	1
"Socially isolated or withdrawn?" (Devereux) (C)	Observe for two weeks. (O;T,P)	Scale 5, Social isolation	1 - 8 (Not at all - extremely) (No, L)	1
"Does not engage in group activities." (Walker) (C)	Observe minimum of 2 months. (NS;T)	Scale 2, Withdrawal, 2 points	Present/absent within last month (No, D)	1
"Does not engage in group activities." (Social Behavior Rating Scale) (S)	Completed by teacher following specific observational procedures. (OR;T)	Problem Behavior Scale	1 - 7 (Not descriptive or true--very descriptive or true) (No, L)	
"Tends to avoid participating with children in groups." Definition: "Stays apart from other children." (Rutland Center RFCL) (C)	Parent, teacher intake interviews; professionals following diagnostic evaluations. (NS;T,P,SP)	None given	1 - 5 (High priority - not a problem) (No, L)	2
"Child shies away and withdraws from other children" (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, Interest-Participation vs. Apathy-Withdrawal	1-7 (never - always) (No, L)	
"Fails to play with most other children" (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, Apathy-Withdrawal	0 = not at all typical, 1 = somewhat typical, 3 = very typical (No, L)	

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[1] Teacher's descriptions of problem behaviors

[2] Referral Problems

General Category: Social Participation
Specific Category: None

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"7. My child often plays with a group of children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - D (depression) and SSK (social skills) profile scales; ES (ego strength) supplementary scale	True, false (No, D)	
"164. My child doesn't seem to care to be with others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - PSY (psychosis) profile scale; INT (internalization) supplementary scale; critical item for Area IV Peer Relations	True, false (No, D)	
"322. My child would rather be with adults than with children his (her) own age." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - PSY (psychosis) and SSK (social skills) profile scales; critical item for Area IV Peer Relations	True, false (No, D)	
"352. My child seems to prefer adults to children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - F (deviant response sets) and DEF (defensiveness) profile scales	True, false (No, D)	
"446. My child is shy with children his (her) own age." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - DEF (defensiveness) and HPR (hyperactivity) profile scales	True, false (No, D)	
"Is shy or bashful with most children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor I, Apathy-Withdrawal	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	

General Category: Cooperation
Specific Category: Sharing

BB-1

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"464. Sharing things has been no problem for my child." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - I-E (introversion-extraversion) and SD (social desirability) supplementary scales; False - SSK (social skills) profile scale	True, false (No, D)	

General Category: Cooperativeness
Specific Category: Borrow and Return

CC-1

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Child takes possession of other children's equipment without their permission." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	

General Category: Cooperation
Specific Category: Cooperativeness

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Child is unwilling to play with other children except on his/her own terms." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"Child resists going along with ideas of other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"Child has to be leader in order to participate in activities with other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"81. The school says my child needs help in getting along with other children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - HPR (hyperactivity), SSK (social skills) profile scales; ES (ego strength) supplementary scale; critical item for Area XII School Adjustment False - SR (sex role) supplementary scale	True, false (No, D)	
"184. My child usually blames others for any trouble." (Personality Inventory for Children) (C)	Parent rating (NS;P)	None given	True, false (No, D)	
"289. If my child can't run things, he (she) won't play." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - SSK (social skills) profile scale; critical item for Area IV Peer Relations	True, false (No, D)	

General Category: Aggression
Specific Category: Aggressiveness (initiation)

EE-1

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Hit, bite, scratch, push or in other ways hurt or attack other children in a free situation with peers." (Devereux) (C)	Observe for two weeks. (O;T,P)	Scale 16, Social aggression	1 - 5 (never - very frequently) (No, L)	1
"Distrubs other children: teasing, provoking fights, interrupting others." (Walker) (C)	Observe for minimum two months. (NS;T)	Scale 3, Distractibility, 2 points	Present/absent within last month. (No, D)	1
"Steals things from other children." (Walker) (C)	Observe for minimum two months (NS;T)	Scale 5, Immaturity, 1 point	Present/absent within last month. (No, D)	1
"Teases peers or siblings by taking their toys from them." (ABSI) (CR)	(NS;T,P)	Domain I, Teasing behavior.	YES/NO (No, D)	
"Pushes other children" (ABSI) (CR)	(NS;T,P)	Domain III, Physical violence toward others	YES/NO (No, D)	
"Fights with other children" (ABSI) (CR)	(NS;T,P)	Domain I, Anti-social behavior	YES/NO (No, D)	
"Aggressive toward children" Definition: "Hostile act or word directed toward a child consciously or	Parent, teacher intake interviews; professionals fol-	None given	1 - 5 (high priority - not a problem) (No, L)	2

[1] Teacher descriptions of problem behaviors

[2] Referral Problems

General Category: Aggression
Specific Category: Aggressiveness (initiation)

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
unconsciously designed to hurt or damage." (Rutland Center RFCL) (C)	lowing diagnostic evaluations. (NS;T,P,SP)			
"Act bossy or domineering with other children?" (Devereux) (C)	Observe for two weeks (O;T,P)	Scale 16, social aggression	1 - 5 (never - very frequently) (No, L)	1
"Tease or bully other children?" (Devereux) (C)	Observe for two weeks (O;T,P)	Scale 16, social agression	1 - 5 (never - very frequently) (No, L)	1
Psychiatric Behavior Scale (See Defends Possessions)	(NI;NI)	Overly aggressive	Check one response per behavior area. (No, B)	
"Child is hostile or aggressive with other children, for instance: pushes, taunts, bullies, etc." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"Child prevents other children from carrying out routines." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"Child is dominating and bossy with other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	

[1] Teacher descriptions of problem behaviors

General Category: Aggression
Specific Category: Aggressiveness (initiation)

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Child is quarrelsome." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor II, cooperation and compliance vs. anger and defiance	1-7 (never - always) (No, L)	
"Often starts fights with other children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger-defiance	0 = not at all typical, 1 = somewhat typical, 3 = very typical (No, L)	
"Bullies, hits, or picks on other children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger-defiance	0 = not at all typical, 1 = somewhat typical, 3 = very typical (No, L)	
"44. As a child, my child hit other children on the head with sharp toys." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - AGN (aggression) supplementary scale; critical item for Area V Unsocialized Aggression	True, false (No, D)	
"67. Often my child destroys other children's toys." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - F (deviant response sets) profile scale; AGN (aggression) and EXT (externalization) supplementary scales	True, false (No, D)	
"201. My child often hits younger children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - AGN (agression) and EXT (externalization) supplementary scales	True, false (No, D)	
"221. My child loves to make fun of others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	None given	True, false (No, D)	

General Category: Aggression
Specific Category: Aggressiveness (initiation)

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"266. My child likes to 'boss' others around." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - SSK (social skills) profile scale False - ADJ (adjustment) profile scale; κ (denial moderator variable) and SD (social desirability) supplementary scales	True, false (No, D)	
"515. Hardly a day goes by when my child doesn't get into a fight." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - ADJ (adjustment) profile scale; EXT (externalization) supplementary scale; critical item for Area IV Peer Relations	True, false (No, D)	
"529. My child usually feels sorry when he (or she) has hurt others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - EXT (externalization) supplementary scale	True, false (No, D)	
"Hurts others, tells untruths, or destroys property without seeming to feel badly." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger-defiance	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	
"Is destructive in regard to own and/or others' property." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger-defiance	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	
"Deliberately maltreats other children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger-defiance	0 = not at all typical, 2 = somewhat typical, 3 = very typical (No, L)	

General Category: Aggression
Specific Category: Aggressiveness (response)

FF-1

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"React with immediate anger or upset if some other child interferes with his play or takes something that is his?" (Devereux) (C)	Observe for two weeks (O;T,P)	Scale 11, proneness to emotional upset	1 - 5 (never - very frequently) (No, L)	1
"Get easily upset by peers? (Examples: when teased, pushed, etc.)" (Devereux) (C)	Observe for two weeks (O;T,P)	Scale 11, proneness to emotional upset	1 - 5 (never - very frequently) (No, L)	1
"Annoy or provoke peers into hitting or in other ways attacking him?" (Devereux) (C)	Observe for two weeks (O;T,P)	Scale 16, social aggression	1 - 5 (never - very frequently) (No, L)	1
"When teased or irritated by other children, takes out his frustration(s) on other inappropriate person or thing." (Walker) (C)	Observe for minimum two months (NS;T)	Scale 1, acting out, 2 points	Present/absent within past month (No, D)	1
"Openly strikes back with angry behavior to teasing of other children." (Walker) (C)	Observe for minimum two months (NS;T)	Scale 1, acting out, 3 points	Present/absent within past month (No, D)	1
"Becomes hysterical, upset or angry when things do not go his/her way." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	

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[1] Teacher description of problem behaviors

General Category: Aggression
Specific Category: Defends Possessions and Self

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Doesn't protest when others hurt, tease, or criticize him." (Walker) (C)	Observe for minimum of two months. (NS;T)	Scale 2, withdrawal,	Present/Absent within past month. (No, D)	1
"Seems unable to stand up for his rights if attacked or criticized by other children? (Cries, runs away, gives up)" (Devereux) (C)	Observe for two weeks. (O;T,P)	None given	1 - 5 (never - very frequently) (No, L)	1
"I EXPRESSION OF AGGRESSION-- GENERAL PATTERN OF BEHAVIOR				
7. The child demands his own way in virtually all situations. He often takes toys from other children while refusing to share his own. The child often persists despite the teachers intervention.	(NI,NI)	Overly aggressive	Check one response for each behavior. (No, B)	
6. The child will generally take toys for himself without sharing with other children, but will change his behavior on the teacher's insistence.		↑		
5. The child is able to stand up for his own rights but is also able to share with others without the need for the teacher to intervene.		Tendency Toward		

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[1] Teacher descriptions of problem behaviors

General Category: Aggression
Specific Category: Defends Possessions and Self

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
4. The child is able to stand up for his own rights but is also able to share with others without the need for the teacher to intervene.		Typical		
3. The child is able to stand up for himself when supported by the teacher or another child.		Tendency Toward ↓		
2. The child is unable to stand up for himself in virtually all situations even when encouraged to do so by the teacher." (Psychiatric Behavior Scale) (C)		Overly withdrawn		
"Child has difficulty defending his/her own rights with other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past two week's behavior (NS;T)	Negative loading on Factor I, interest-participation vs. apathy-withdrawal	1-7 (never - always) (No, L)	
"Child is bossed and dominated by other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, interest-participation vs. apathy-withdrawal	1-7 (never - always) (No, L)	
"Does not defend himself/herself when others shove, hit, accuse, or criticize him/her." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor I, apathy and withdrawal	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"Has no friends." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Has no friends." (Walker) (C)	Observe for minimum two months. (NS;T)	Scale 2, Withdrawal, 4 points	Present/absent within past month (No, D)	1
"Say other children or adults do not like him or are against him?" (Devereux) (C)	Observe for two weeks. (O;T,P)	Scale 11, proneness to emotional upset	1 - 5 (never - very frequently) (No, L)	1
"II RELATIONS				
8. The child has an absence of any friendships with either peers or adults, and in addition seems to avoid such contacts.	(NI;NI)	Avoids Contact	Check one response for each behavior category. (No, B)	
7. The child doesn't form any real relationships, but seems to want to be taken care of, yet has difficulty in expressing his needs, (e.g., can not ask for help in a socially acceptable way).		↑		
6. The child is beginning to have meaningful relationships to adults, (e.g., can at times				

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[1] Teacher descriptions of problem behaviors

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
express needs in socially acceptable ways).		↑		
5. The child has meaningful relationships with staff and peers, and shows an ability to favor certain relationships over others.		Tendency Toward		
		Typical		
4. The child has meaningful relationships with staff and peers, and shows an ability to favor certain relationships over others.		Tendency Toward		
3. The child is beginning to form specific meaningful relationships with an occasional retreat to dependency.		↓		
2. The child develops a dependent clinging type of relationship to one or two specific individuals.				
1. The child forms dependent clinging types of relationships with anyone available." (Psychiatric Behavior Scale) (C)		Excessively Clinging		
"21. My child has many friends." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - DP (delinquency prediction) and SD (social desirability) supplementary scales False - ADJ (adjustment) and SSK (social skills) profile scales	True, false (No, D)	

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"85. Most of my child's friends are younger than he (she) is." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - IS (intellectual screening) profile scale; ES (ego strength) supplementary scale; critical item for Area IV Peer Relations	True, false (No, D)	
"197. My child has more friends than most children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - SSK (social skills) profile scale	True, false (No, D)	
"202. My child has many friends of the opposite sex." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - SSK (social skills) profile scale	True, false (No, D)	
"208. My child really has no real friend." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - ADJ (adjustment), D (depression), and SSK (social skills) profile scales; critical item for Area IV Peer Relations	True, false (No, D)	
"220. My child has very few friends." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - PSY (psychosis) and SSK (social skills) profile scales	True, false (No, D)	
"250. My child loves to stay overnight at a friend's house." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - CDY (cerebral dysfunction) and SR (sex role) supplementary scales False - WDL (withdrawal) profile scale	True, false (No, D)	

General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"251. My child usually plays with older children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - DP (delinquency prediction) supplementary scale False - ES (ego strength) scale	True, false (No, D)	
"262. I do not approve of most of my child's friends." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - DLQ (delinquency) profile scale; critical item for Area IV Peer Relations False - ADJ (adjustment) profile scale; K (denial moderator variable) supplementary scale	True, false (No, D)	
"308. My child often brings friends home." (Personality Inventory for Children) (C)	Parent rating (NS;P)	No information	True, false (No, D)	
"428. My friend is very popular with other children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - SD (social desirability) supplementary scale False: SSK (social skills) profile scale; ES (ego strength) supplementary scale	True, false (No, D)	
"443. My child loses most friends because of his (or her) temper." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - HPR (hyperactivity) profile scale False - K (denial moderator variable) and LDP (learning disability prediction supplementary scales	True, false (No, D)	

.General Category: Friendship and Prosocial Behavior
Specific Category: Friendship

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"410. My child thinks others are plotting against him (or her)." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - RDS (reality distortion) and F (deviant response sets) scales; critical item for Area IV Peer Relations	True, false (No, D)	
"109. My child belongs to a gang." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - Critical item for Area IV Peer Relations	True, false (No, D)	

277

278

General Category: Initiation and Response
Specific Category: Initiation

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Does not initiate relationships with other children." (Walker) (C)	Observe for minimum of two months (NS;T)	Scale 2, withdrawal 4 points	Present/absent within past month (No, D)	1
"Does not initiate relationships with other children." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Tries to avoid calling attention to himself/herself." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Child is fearful in approaching other children." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, interest-participation vs. apathy and Withdrawal	1-7 (never - always) (No, L)	
"Child is unable to occupy himself without other children directing activities for him/her." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, interest-participation vs. apathy and withdrawal	1-7 (never - always) (No, L)	
"Is very much a follower; does not initiate play with other children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor I, apathy and withdrawal	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	
"96. Other children look up to my child as a leader." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - SSK (social skills) profile scale; LDP (learning disabilities prediction), ES	True, false (No, D)	

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[1] Teacher descriptions of problem behaviors

General Category: Initiation and Response
Specific Category: Initiation

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
		(ego strength), and I-E (introversion-extroversion) supplementary scales		
"335. My child is usually a leader in groups." (Personality Inventory for Children) (C)	Parent rating (NS;P)	False - SSK (social skills) profile scale; ES (ego strength) and I-E (introversion-extroversion) supplementary scales	True, false (No, D)	
"91. My child never takes the lead in things." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - PSY (psychosis) profile scale; INT (internalization) supplementary scale; (critical item for Area IV Peer Relations	True, false (No, D)	

General Category: Initiation and Response
Specific Category: Imitation

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"143. My child loves to dress like older children." (Personality Inventory for Children) (C)	Parent rating (NS;P)	None given	True, false (No, D)	

General Category: Initiation and Response
Specific Category: Response

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Ignores social initiations by other classmates." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Is unresponsive to friendly overtures by adults or children." (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Positive loading on Factor II, anger and defiance	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	

General Category: Miscellaneous
pecific Category: Competitiveness

LL-1

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"453. Winning a game seems more impostant than the fun of playing to my child." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - DP (delinquency prediction) supplementary scale False - ADJ (adjustment) profile scale; K (denial moderator variable) and SD (social desirability) supplementary scales	True, false (No, D)	

General Category: Miscellaneous
Specific Category: Peer Response to Child

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Rejected or avoided by other children children?" (Devereux) (C)	Observe for two weeks. (O;T,P)	Scale 5, social isolation	1 - 8 (not at all - extremely) (No, L)	1
"Other children act as if he were taboo or tainted." (Walker) (C)	Observe for minimum two months. (NS;T)	Scale 5, immaturity, 4 points	Present/absent during past month (No, D)	1
"Complains about others' unfairness and/or discrimination towards him/her." (Social Behavior Rating Scale) (S)	Completed by teacher following specified observational procedures. (OR;T)	Problem behavior scale	1 - 7 (not descriptive or true - very descriptive or true) (No, L)	
"Other children seem unwilling to play with child." (Kohn Social Competence Scale) (S)	Teacher rating based on past week's behavior (NS;T)	Negative loading on Factor I, interest-participation vs. apathy and withdrawal	1-7 (never - always) (No, L)	
"13. Other children often get mad at my child." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - ADJ (adjustment) and SSK (social skills) profile scales; I-E (introversion-extroversion) supplementary scale False - LDP (learning disabilities prediction) supplementary scale	True, false (No, D)	
"50. Other children don't seem to listen to or notice my child much." (Personality Inventory for Children) (C)	Parent rating (NS:P)	True - SSK (social skills) profile scale	True, false (No, D)	

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[1] Teacher description of problem behaviors

General Category: Miscellaneous
Specific Category: Peer Response to Child

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
		False - ADJ (adjustment) and ACH (achievement) profile scales; K (denial moderator variable) supplementary scale		
"69. My child is usually rejected by other children" (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - PSY (psychosis) and SSK (social skills) profile scales; CDY (cerebral dysfunction) supplementary scale; critical item for Area IV Peer Relations	True, false (No, D)	
"340. Other children make fun of my child's different ideas." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - critical item for Area IV Peer Relations; F (deviant response sets) and PSY (psychosis) profile scales	True, false (No, D)	

General Category: Miscellaneous
Specific Category: Other (jealousy)

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURC
"Appears jealous when teacher pays attention to other children" (Kohn Problem Checklist) (C)	Teacher rating based on past week's behavior (NS;T)	Factor II, anger and defiance	0 = not at all typical, 1 = somewhat typical, 2 = very typical (No, L)	
"271. My child is very jealous of others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - critical item for Area IV Peer Relations False - ADJ (adjustment) profile scale; DP (delinquency prediction) and K (denial moderator variable) supplementary scales	True, false (No, D)	

General Category: Miscellaneous
Specific Category: Other

CLINICAL ITEMS WITH PEERS

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
"90. I have found out my child has had sex play with the opposite sex." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - critical item for Area IV Peer Relations	True, false (No, D)	
"210. My child often tattles (tells) on others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - CDY (cerebral dysfunction) supplementary scale; False - ADJ (adjustment) profile scale; K (denial moderator variable) supplementary scale	True, false (No, D)	
"195. My child usually doesn't trust others." (Personality Inventory for Children) (C)	Parent rating (NS;P)	True - F (deviant response sets), WDL (withdrawal), and HPR (hyperactivity) profile scales; critical item for Area IV Peer Relations False - DEF (defensiveness) profile scale	True, false (No, D)	

ORGANIZATION OF ITEMS

Test Item Categories

Items are assigned to one of two general groupings, "Social Items With Peers" and "Clinical Items With Peers." Social items reflect normative or appropriate behaviors and are taken from early childhood, social, and criterion-referenced tests. Clinical items involve maladaptive or aberrant behaviors and are obtained from clinical tests and maladaptive behavior sections of social and criterion-referenced tests.

Both the social and clinical sections of this manual are subdivided into six general categories with from one to six specific categories each. Categories included for social and clinical items, respectively, are listed below.

Social	Clinical	Category
	X	Social Participation
X		Solitary Play
X		Onlooker Behavior
X		Parallel Play
X		Associative Play
X		Cooperative Play
X		Games (simple, with rules, organized)
		Cooperation
X	X	Sharing
X		Turntaking
X	X	Borrow and Return
X	X	Cooperativeness
		Aggression
X	X	Aggressiveness
X	X	Defends Possessions (and Self)
		Friendship and Prosocial Behavior
X	X	Friendship
X		Prosocial Behavior
		initiation and Response
X	X	Initiation
X	X	Imitation
X	X	Response
		Miscellaneous
X	X	Competitiveness
X		Greet Peers
	X	Peer Response to Child
X	X	Jealousy
X		Verbal Expression
X		Activity Interests
X		Rules and Fair Play
X	X	Other

Format

Information is provided for each item regarding the item's content, administration procedure, age equivalent or other status information, scoring procedure, and original source (if available). The following is a sample of the format used within this source book and indicates the kind of information entered horizontally for each item. (With the exception of the test name, alphabet symbols are used within parentheses to indicate the ratings assigned by the source book's authors; see Rating Codes and Definitions.)

General Category:	One of the six general categories
Specific Category:	The specific category subsumed under the general category

TYPE OF ITEM (SOCIAL or CLINICAL)

ITEM	SITUATION	STATUS OF ITEM	SCORING	SOURCE
Test item, verbatim (Name of test) (test type)	Description of conditions recommended for administering the item or the test itself. (Rating of situation; persons who administer and/or score the item)	Age equivalent, subscale from which item was obtained, item's level within a subset of sequentially ordered items, factors with which item correlates positively or negatively, or severity weighting	Scoring terms used, instructions for scoring (Presence or absence of quantitative scoring criteria, type of scoring system)	1

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[1] Source from which test authors obtained the specific item, if indicated in the test manual

DEFINITIONS OF TEST ITEM CATEGORIES

Test items were content analyzed and grouped according to similarity of item content. Category definitions reflect terms used in the test items as well as in descriptions of the test items, the situations to be employed in assessing the items, or the scoring rules.

Social Items With Peers

I. Social Participation - Items loosely correspond to Parten's definitions (1933) or use Parten's classification terms; terms may or may not reflect Parten's original meanings.

Solitary Play - Plays alone, solitary play.

Onlooker Behavior - Watches or observes other babies or children, onlooker.

Parallel Play - Plays near, around, or alongside other children; may or may not specify similar activity or play materials; may or may not indicate that no interaction or exchange of toys takes place; parallel play.

Associative Play - Plays or interacts with one or more children; joins peers in play; associative or group play; may or may not specify unorganized or similar, but not identical, activity.

Cooperative Play - Plays cooperatively or engages in cooperative activity; descriptions of play with peers that correspond to cooperative play.

Games (simple games, games with rules, organized games) - Reflects subsets of associative or cooperative play; i.e., simple games such as "Ring Around The Rosie," "Tag," etc.; games with rules such as table games, card games, or rule games; and organized games such as competitive exercise games, complicated floor games, complicated floor play, and other competitive activities.

II. Cooperation

Sharing - Sharing or exchanging toys with or without adult help or supervision.

Turntaking - Taking turns or waiting for a turn with or without adult help.

Borrow and Return - Asking permission to use peers' possessions or toys; returning borrowed property; respecting others' property.

Cooperativeness - Works well, gets along, or cooperates in group activities with other children; accepts or copes with blame, teasing, or criticism.

III. Aggression

Aggressiveness - Hit, push, or kick peers; alternatively aggressive and cooperative; replaces physical aggressiveness with verbal scolding; bosses, criticizes; snatches or grabs peers' toys.

Defend possessions - Claiming or defending ownership.

IV. Friendship and Prosocial Behavior

Friendship - Looks for, names, chooses, plays with, confides in, or has one or more friends.

Prosocial Behavior - Demonstrating affection, expressing compassion, being sympathetic or protective toward babies, siblings, or other children; expressing liking for a peer; trying to help children who are hurt or crying; offers assistance to peers; turns to other children for assistance.

V. Initiation and Response

Initiation - Initiates contacts, interactions, play, group play, or involvement in play; serves as leader, initiates play ideas, or gives direction to play.

Imitation - Imitates play of others or another child at play.

Response - Responds to gestures or initiations of or responds differentially to other babies or children; engages in conversations or exchanges with other children.

VI. Miscellaneous

Competitiveness - Spurred on by rivalry or competition; is competitive; plays competitively.

Other - Greeting peers, jealousy behaviors, verbal expression to peers. activity interests, and other (items that do not fit any category).

Clinical Items With Peers

I. Social Participation - Reflects both lack of interaction as well as presence of interaction with peers; e.g., shies away from, avoids, or does not play with other children or groups of children; prefers to play by self or with adults; social isolation or withdrawal; often plays with other children.

II. Cooperation

Sharing - Is or is not a problem.

Borrow and Return - Takes peers' possessions without permission.

Cooperativeness - Reflects lack of cooperation with peers; e.g., unwilling to play except on own terms, blames others for trouble, does not get along well with other children.

III. Aggression

Aggressiveness - Physically attacks, teases, bosses, interferes with, quarrels with, fights with, or steals from peers; is destructive toward peers' property; responds to peers with anger, upset, or aggression; provokes peers to attack him.

Defends Possessions and Self - Reflects an inability to defend self or possessions; e.g., does not protect or defend self, is unable to stand up for own rights, allows others to boss or domineer; also development of ability to stand up for own rights.

IV. Friendship and Prosocial Behavior

Friendship - Reflects both absence and presence of friends as well as inappropriate choice of friends; e.g., has very few or no friends, thinks peers do not like him, plays with or is friends with older/younger/opposite sex children, belongs to a gang, has many friends or is popular, visits friends or visa versa.

V. Initiation and Response

Initiation - Includes both presence and absence of initiating behavior; e.g., is a leader; does not initiate relationships, call attention to self, or approach peers; is a follower, requires peers' direction to occupy self.

Imitation - Inappropriate imitation of others' behavior; e.g., dresses like older children.

Response - Does not respond to peers' initiations.

VI. Miscellaneous

Competitiveness - Is overly competitive.

Peer Response to Child - Is rejected, avoided, overlooked, or made fun of by peers.

Jealousy - Is jealous of others or of attention given to others.

Other - Includes items which do not fit other categories; e.g., sex play with others, tattles on others, doesn't trust others.

RATING CODES AND DEFINITIONS

Test items are rated as to type of test in which item is contained, situation recommended for administering test item, person who can administer or score test item, criteria for scoring test item, and type of scoring system employed.

Test Type

P - Early childhood (infant and preschool), normative and quasi-normative tests; includes tests which target the 0-6 year age range or have been used with this age range; test items have been normed as part of the test construction procedures or have been derived from other tests reporting age equivalents; test content covers a variety of areas beyond social or adaptive behavior.

CR - Criterion-referenced tests; includes tests without age equivalents in which items usually are sequenced developmentally; child's progress is measured relative to his/her own performance; tests have been designed for or used with the 0-6 year age range.

S - Social tests; includes tests which focus solely on social behavior within the 0-6 year age range.

C - Clinical tests; includes tests which attempt to identify aberrant or maladaptive behaviors or behavior patterns (as opposed to developmentally appropriate behaviors) and have been developed for or applied to the 0-6 year age range.

Situation

NS - No situation; includes administration by interview or checklist or provides no guidelines or requirements for observation.

O - Observation in natural settings; includes general suggestion to observe, observation of spontaneously exhibited behaviors, suggestions of appropriate naturally occurring situations in the home or school, and no time recommendations or up to two to four weeks of observation.

OR - Observation in natural settings or contrived settings with recommendations for types of materials, peers, or adult behavior; or recommendation to set up a situation.

NI - No information on type of situation recommended included in materials available to authors.

Persons Administering or Completing Test (Who)

P - Parent

T - Teacher

SP - Support personnel, paraprofessionals, volunteers, persons familiar with content areas, persons involved with child's programming.

NI - No information provided on persons who should administer test or serve as informants in materials available to authors.

Criterion for Scoring

Yes - Includes a measurable requirement, such as number of opportunities or trials to be provided, time duration, specific levels of adult assistance, or generalization specification.

No - Provides description of behavior only; gives no quantitative basis for scoring; or uses such terms as occasionally, sometimes, frequently.

Scoring

D - Dichotomous; includes yes/no, pass/fail, achieved/not achieved, occurs/doesn't occur; may include an intermediate category such as P/F or emergent.

L - Likert type scale with three or more levels; includes does/sometimes doesn't /doesn't often/sometimes/rarely.

Q - Additional qualifying categories; includes qualifying categories relative to opportunity (no opportunity, but formerly displayed behavior or would learn behavior quickly), developmental level (behavior outgrown), handicapping condition (not applicable), quality of play (uninvolved, unsafe or destructive, or disruptive), or level of teacher assistance (prompted, partial assistance, full physical assistance).

B - Likert type scale with behavioral descriptions of each level or ordered behavioral descriptions.

SCORING TERMS

Symbols or abbreviations used by tests for recording the child's performance on each test item are often listed as such in the manual. Symbols and their usual definitions are:

Emergent: P/F, ±,

Fail: F, -

Inconsistent: ?

No: N

Observed: X

Omit: 0

Pass: P, +

Certain symbols or abbreviations are idiosyncratic to individual tests. These tests, their symbols, and symbols meanings (paraphrased) are listed below:

Assessment-Programming Guide for Infants and Preschoolers

0 = Child does not perform the skill

+ = Child performs the skill inconsistently

1 = Child performs skill completely and consistently

Behavioral Characteristics Progression (BCP)

Blank = No opportunity offered

- = Not displayed

1/2 = Displayed less than 75% incidence level

√ = Displayed at required 75% incidence level without physical or verbal assistance

H = Will never be able to display behavior due to physical handicap (confirmed by medical personnel)

E = Required equipment/materials not available

The Children's Early Education Developmental Inventory (CEEDI)

P = Passed

NP = Not passed

O = Other (R, refused; O, omitted)

M = Modified

A = Alternate item

Devereux Child Behavior (DCB) Rating Scale

Items numbered 1-45, 78-95

5 = Very frequently
4 = Often
3 = Occasionally
2 = Rarely
1 = Never

Items numbered 62-77

8 = Extremely
7 = Markedly
6 = Distinctly
5 = Quite a bit
4 = Moderately
3 = A little
2 = Very slightly
1 = Not at all

Kohn Social Problem Checklist

0 = Not at all typical
1 = Somewhat typical
2 = Very typical

Kohn Social Competence Checklist

1 = Hardly ever or never
2 = Seldom
3 = Sometimes
4 = Often
5 = Very often or always

Maxfield-Buchholz Scale of Social Maturity, Vineland Social Maturity Scale

+ = Habitually performed without undue urging

+ F = Not performed due to special restraints or lack of opportunity, but did formerly perform successfully
+ NO = No opportunity, but would learn quickly if limitations to behavior were removed
± = Transitional or emergent state
- = Not successful or performed only as a result of undue adult training and pressure

Minimum Objective System for Pupils with Severe Handicaps Assessment Record

M-4 = Mastered (generalization across cues, places, persons, and tasks)
A-3 = Acquired
2 = Prompted
1 = Partial physical assistance
N-A-0 = Not assessed
F = Functional alternative

Rutland Center Referral Form Checklist of Problem Behaviors (RFCL)

1 = High priority problem
2 = Still high priority problem but showing improvement
3 = Low priority problem
4 = Still low priority problem but showing improvement
5 = Not a problem or not noticed

SEED (Sewall Early Education Development Program) Developmental Profiles

+ = Completes successfully
- = Does not complete
PR = Parent report

B = Behavior outgrown

NA = Not applicable due to handicap

R = Refuses

NT = Not done

Social Behavior Rating Scale

Not Descriptive or True	Moderately Descriptive or True	Not Descriptive or True

1. . .2. . .3. . .4. . .5. . .6. . .7

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INDEX

Early Childhood Tests

Assessment-Programming Guide for Infants and Preschoolers D-1, E-2, F-2, H-1, I-2, J-2, K-2, P-2, T-1, V-1, UU-1
Birth to Three Scale D-1, O-1
The Callier-Azusa Scale B-2, C-6, C-7, E-5, I-6, P-7, Q-5 R-1, T-1, V-1, Z-2
Carolina Developmental Curriculum B-2, C-7, D-9, E-6, I-8, J-5, K-5
The Children's Early Education Developmental Inventory (CEEDI) C-1, D-1, D-3, F-1, H-1, I-3, I-4, J-3, K-1, K-2, L-1, L-2, O-3, O-4, P-2, P-3, P-4, Q-1, Q-3, R-1, Z-2, UU-1
Classroom Screening A-1, B-1, C-4, D-1, J-2, V-1
Comprehensive Developmental Scale (MEMPHIS) C-1, H-1, L-2
Denver Developmental Screening Test F-1
Developmental Examination and Schedule (Gesell) A-1, B-1, C-5, D-5, D-6, E-2, M-1, M-2, N-2, O-1, T-1
Developmental Guidelines A-3, B-2, C-7, D-8, E-5, F-3, H-2, I-6, I-7, L-4, M-5, N-2, O-4, P-7, V-1, X-2, Y-1
Developmental Profile E-2, G-2, J-2, K-1, O-2, O-3, X-1
Developmental Program for Infants and Young Children: Early Intervention Developmental Profile C-1, C-2, F-2, F-3
Developmental Program for Infants and Young Children: Early Intervention Developmental Profile (revised edition) C-2, D-2, Q-1, S-2
Developmental Program for Infants and Young Children: Preschool Developmental Profile E-6, F-2, I-3, J-3
Developmental Program for Infants and Young Children: Preschool Developmental Profile (revised edition) E-1, F-2, G-2, I-3, J-3
Early Identification Developmental Inventory C-4, E-1, P-2, Z-1
The Early Learning Accomplishment Profile for Developmentally Delayed Young Children (EARLY-LAP) C-5, D-2, F-2, M-1, N-1
Education for Multiplihandicapped Infants (EMI) C-5, I-1, P-1, S-1, V-1
Functional Profile B-1, C-1, C-4, D-3, D-4, D-5, I-1, J-2, M-2, M-3, O-3, O-4, P-2, P-3, T-1, Y-1
Individual Assessment A-2, B-2, C-2, D-6, E-3, I-4, J-2, K-1, K-2, L-1, L-2, N-1, Q-4, Z-2
Infant-Parent Training Program Checklist B-1, C-1, R-1, S-1, Z-2
Koontz Child Development Program A-2, C-3, F-1, J-1, L-2, N-2, R-1
Learning Accomplishment Profile (LAP) A-2, B-1, D-2, D-4, E-1, F-1, G-1, H-1, H-2, I-3, J-1, K-2, L-1, M-2, O-2, P-2, X-1, Y-1
Learning Accomplishment Profile (LAP-I) A-2, B-1, C-1, C-3, F-1, I-1, N-1, O-1
Lexington Developmental Scales (LDS) A-3, B-1, C-4, D-3, D-4, D-6, G-1, I-2, I-4, J-3, L-3, M-2, N-1, O-2, X-1, Y-1, Z-1
Marshalltown Behavioral Development Profile D-3, I-5, J-2
The Portage Guide to Early Education D-2, D-4, I-1, I-3, J-1, L-3, R-1, U-1
Preschool Attainment Record (PAR) C-3, D-4, E-1, E-5, G-1, L-3, T-1
Project Vision-Up C-3, D-4, D-5, E-1, E-2, G-1, H-1, J-1, L-1, L-2, M-1, M-3, O-2, P-2, T-1
Sewall Early Education Development Program (SEED) C-4, E-2, I-4, J-2, K-1, N-2, P-1, W-1, UU-2
Sonoma Development Curriculum (SDC) A-1, C-5, E-4, G-3, I-2, J-3, J-4, K-1, M-2, O-1, Q-1, Z-1
Uniform Performance System D-3, H-1, I-4, N-1, O-3

Social Tests

Cain-Levine Social Competency Scale A-1, D-6, I-5, K-2, M-3, P-5, P-6, Q-2, W-1
California Preschool Social Competency Scale A-2, D-7, I-5, J-4, K-3, M-4, P-6, Q-2, Q-4, U-1, W-1, W-2, Z-1
Kohn Social Competence Scale A-3, D-8, L-2, L-3, L-4, N-2, P-7, Q-5, Q-6, S-2, W-2, UU-2
Maxfield Buchholz Scale of Social Maturity C-3, E-2, L-3, T-1, Y-1, UU-2
Social Behavior Rating Scale (Asset Scale) D-8, E-3, Q-5, S-2, UU-3
Vineland Social Maturity Scale D-2, E-1, G-1, H-1

Criterion-Referenced Tests

Adaptive Behavior Scale for Infants and Young Children (ABSI, adaptive behavior items) E-3, G-2, G-3, P-4, Q-4

Behavioral Characteristics Progression (BCP) B-2, C-6, D-7, E-3, F-3, G-3, I-6, J-4, K-3, L-3, M-4, M-5, P-5, Q-4, W-2, Z-2, UU-1

CIRCUS A Activity Inventory X-2, X-3, X-4, X-5, X-6, X-7

Curriculum and Monitoring System (CAMS) C-7, D-8, I-8, J-5, K-5, L-4, O-5, Q-6, S-2, U-1

IBAS Objective Cluster Book Volume II: Severely and Profoundly Handicapped C-6, E-4, F-3, G-1, G-2, G-3, I-6, J-4, L-1, O-5, P-4, Q-3

Minimum Objective System for Pupils With Severe Handicaps A-2, E-4, P-6, Q-4, UU-2

Preschool and Kindergarten Performance Profile I-7, K-4, P-9, Q-6, Z-4, Z-5

The Radea Program F-4, W-2

Y.E.M.R. Performance Profile for Young Moderately and Mildly Retarded H-2, I-7, K-4, P-8, P-9, Z-3

Clinical Tests

Adaptive Behavior Scale for Infants and Young Children (ABSI, Maladaptive behavior items) EE-1

Devereux Child Behavior (DCB) Rating Scale AA-1, EE-1, EE-2, FF-1, GG-1, HH-1, MM-1, UU-1

Kohn Problem Checklist AA-1, AA-2, EE-3, EE-4, GG-2, II-1, KK-1, NN-1, UU-2

Kohn Social Competence Scale (Items with negative loading on Factors I and II) AA-1, CC-1, DD-1, EE-2, EE-3, GG-2, II-1, MM-1

Personality Inventory for Children AA-2, BB-1, DD-1, EE-3, EE-4, HH-2, HH-3, HH-4, HH-5, II-1, II-2, JJ-1, LL-1, MM-1, MM-2, NN-1, OO-1

Psychiatric Behavior Scale EE-2, GG-1, HH-1

Rutland Center Referral Form Checklist of Problem Behaviors (RFCL) AA-1, EE-1, UU-2

Social Behavior Rating Scale (Problem Behavior Scale) AA-1, FF-1, HH-1, II-1, KK-1, MM-1,

Walker Problem Behavior Identification Checklist AA-1, EE-1, FF-1, GG-1, HH-1, II-1, MM-1